

THE DEAF *American*

THE NATIONAL MAGAZINE FOR ALL THE DEAF

June
1974

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SHARED BEAUTY

I cannot see a rainbow's glory spread
across a rain-washed sky when storm is over;
nor can I see or hear the birds that cry
their songs among the clouds, or through bright clover.
You tell me that the night is full of stars,
and how the winds and waters sing and flow;
and in my heart I wish that I could share
with you this beauty that I cannot know.
I only know that when I touch a flower,
or feel the sun and wind upon my face,
or hold your hand in mine, there is a brightness
within my soul that words can never trace.
I call it Life, and laugh with its delight,
though life itself be out of sound and sight.

—ROBERT J. SMITHDAS, LITT.D

The Editor's Page

Grant Proposals in Doubt

Under date of March 8, 1974, the National Association of the Deaf submitted to the Department of Health, Education and Welfare Office of Education (Handicapped) a "solicitation, offer, and award" proposal for the distribution of Captioned Films. This proposal was put together on rather short notice and in the absence of answers to many pertinent questions.

In his March "Home Office Notes," NAD Executive Secretary Schreiber expressed the feeling that the NAD is or would be able to provide better service and perhaps secure better cooperation among CFD account holders because of being closer to the people served. We hope that the powers that be in the Bureau of Education for the Handicapped will act favorably on the NAD proposal as faith in an organization of the deaf.

Under date of April 16, 1974, the NAD submitted to BEH a proposal for a project for "Standardization of Sign Vocabulary for Instructional Purposes." We commented at some length on this proposal in our May issue.

At this writing, nothing has been heard as to the disposition of this proposal, which was for a modest \$120,000 of Federal funds for the first year. We have reviewed the application and marvel as to the excellence of the rationale/presentation.

Again, we hope those who make the decisions in the BEH will act favorably. Our generation(s) and those to come stand to benefit immeasurably by the in-depth study proposed for "Standardization of Sign Vocabulary for Instructional Purposes."

Computers and Programs

AE-6: Although the Editor does not affix address labels to this magazine, he does keep an eye on trends in subscriptions and/or the "count" month by month. The NAD Home Office sends the labels which come off the computer direct to our mailers, along with a breakdown of the count as required by the Postal Service. The breakdown includes the number of labels for Indianapolis, Indiana, Silver Spring-Wheaton, Canada and Foreign. The total indicates the number of

copies to print for a given month to match labels. Then we add extra copies for the NAD Home Office and file purposes in giving the printer our "press run."

The "count" went down several hundred from February to March, a decrease we questioned. We were told that "integration of mailing lists to avoid duplications" was responsible for the sharp drop.

The April count was about the same as for March. Then we (and the NAD Home Office) began to get more than the average number of complaints about non-delivery of magazines. When the May count reached us, we prepared a random sampling of complaints regarding the March and April issues and asked the NAD Home Office to run a computer printout of some sort to verify the "count"—especially since our mailers told us they checked for some of the names of complaining subscribers among the May labels and found them missing.

Then the computer printout of a state list indicated what had happened to cause most of the non-deliveries. The wrong program was fed into the computer resulting in the elimination of several hundred names nationwide.

We realize that some more errors may come to light. Subscribers who write us or the NAD Home Office get replacement copies as long as the supply of extras permits. If this is not possible, subscribers will be given three-month extensions.

Readers, do not hesitate to write if your acquaintances get copies of this magazine and you do not. We will make amends and every complaint will help to eliminate the "bugs" that have existed and which may continue to pop up.

This Month's Cover

On this month's cover is a poem by Robert J. Smithdas, Litt. D., "Shared Beauty." As most of our readers are aware, Dr. Smithdas is both deaf and blind. He has received wide recognition, including appointments to national advisory groups concerned with the problems of the handicapped. In our opinion, Dr. Smithdas' talents and accomplishments place him on par with Helen Keller.

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They Wait For The Lamp Beside The Golden Door

By LARRY GENE STEWART, Ed. D.

They wait. In the midst of this land of ours, the wealthiest and most powerful nation on earth, they wait.

Ours is a humanitarian society. In most of us is the awareness that by helping the disadvantaged to become strong we are at one and the same time helping to enhance the strength of our nation. From this awareness has come our willingness to contribute substantially from our tax dollars and our individual efforts to develop schools, service programs and other helping programs of all kinds. The handicapped are among the millions of people who are helped each year as a result of our belief in the worth and dignity of the individual. But **they** wait.

Among the physically disabled who are enabled through publicly-supported programs to become independent and productive citizens are deaf people. America has truly served as the Mecca for deaf people throughout the world. Nowhere on earth can there be found the abundance of opportunities that "Columbia, the Gem of the Ocean" offers to those who cannot hear. From modernistic elementary schools, to the futuristic Model Secondary School for the Deaf; from the citadel of higher education for the deaf that is Gallaudet College, to the bastion of technological education that is the National Technical Institute for the Deaf; from the sun-drenched campus of California State University at Northridge, to the snow-covered slopes of the St. Paul Technical-Vocational Institute; all of these and more are there for the most fortunate of deaf people. For those of us who are deaf or who live, work and play among deaf people, our hearts fill with pride and thankfulness for these opportunities. Our emotions reach peaks that are perhaps comparable to the thrill experienced by new immigrants to America from oppressed nations upon sighting the Statue of Liberty and reading the inscription thereon:

Give me your tired, your poor
Your huddled masses yearning to
breathe free,
The wretched refuse of your
teeming shore,
Send these, the homeless,
tempest-tossed to me;
I lift my lamp besides the golden
door.

Yes, we are happy for the deaf people who have found the "lamp beside the golden door." Yet, those of us who are truly close to deaf people know that there are tens of thousands of deaf children and adults who, through no fault of their own, are denied the opportunity to share in America's bounty.

Some of them have been victims of cruel circumstances, entering life with double and triple handicaps that have created the need for special learning ex-

periences that have rarely been offered to them. Others have been victims of unfortunate family circumstances such as poverty, sickness and emotional turmoil. Still others have been stifled by poor educational practices which have denied them the use of their native communication mode, sign language. The results have been unemployment or underemployment, social isolation, economic dependency and despair.

Jane

Jane is 26 years old. She has been deaf since birth. For the last seven years she has been a virtual recluse in her parents' home. As a student she had been, as her school records testify, "a nice, quiet girl who gave no one any problems." She did satisfactory work in school, but, unknown to others, she had slowly but surely developed anxiety and fears that bordered on the verge of panic. She did not talk about these fears since she had simultaneously developed a growing suspicion that others "wanted to punish her." Although the fact went largely unnoticed, she had no close friends in school, and being a day student no one seemed to be aware that she seldom participated in after-school activities.

Jane graduated at the age of 19 years. That summer, while facing the prospect of preparing for her departure for college, Jane suddenly had "terrible headaches" and "totally uncharacteristic temper outbursts." Subsequently, she refused to go to college or seek a job. Instead, she began to refuse to leave her home for any purpose. She was soon forgotten by those who had known her. Her parents, unable to communicate with her, assumed that her behavior was "characteristic of deaf people," and accepted her problems resignedly.

Today Jane spends most of her time alone in her bedroom. It is untidy, her bed unmade. She sits with shoulders slumped, her hair disheveled, her clothes rumpled, her face without makeup. She gazes unseeingly, only her nervously twining and untwining hands betraying her inner turmoil. Within her thoughts of fear continue relentlessly, uninterrupted by a " . . . lamp beside the golden door."

The "Myth"

In recent years there has been increasing attention given to the disadvantaged among our country's deaf population. Concern has been mounting for deaf children who, for various reasons, have been unable to progress well in school. Similar concern has grown for the large numbers of young and not so young deaf adults who completed their schooling with so few vocational and personal coping skills that they have been either unemployable or seriously underemployed. Unfortunately,

this concern has appeared to exist among comparatively few educators of the deaf, parents and those who are in a position to do something about the problem.

A seemingly large number of individuals working in the field of deafness have tended to question the existence of significant numbers of disadvantaged deaf people. The attitude has seemed to be that most deaf people are well-educated and have favorable employment, and that only a very, very few deaf people are truly seriously disadvantaged. This attitude is summed up in the words of a teacher of the deaf:

As a teacher of the deaf, I am tired of hearing about the shortcomings of my profession. Teachers of the deaf are told over and over again that the deaf population is under-educated, under-employed and under-achieving and that education of the deaf is not what it should or could be. In the strictest sense we have not really failed to "educate" deaf students.—Anthony (1973)

Similarly, in recent testimony during Senate subcommittee hearings on regional centers for deaf people, one national figure in the area of deafness testified:

I am unaware of any testimony before this Committee to date specifically identifying the numbers of deaf youths and adults who would be eligible for these proposed centers (for low achieving deaf people). How many low achieving deaf youths and adults are there?—Fellendorf (1972)

These are but a few of the many spoken and written statements made by leaders in the field of deafness that seem to indicate that the existence of large numbers of disadvantaged deaf people is just a myth.

John

John wandered aimlessly down the street, the frayed collar of his thin, worn coat turned up against the sharp winter wind. His head was bowed and his eyes cast down as he walked along in his cracked leather shoes. At that moment hunger pangs wracked his thin body again, as they had all day. He had not eaten since the day before, when an elderly woman had seen him sitting dejectedly in the bus station (he had come in from the wind to warm up). She had offered him her stale sandwich and lukewarm coffee. But that had been yesterday. The night on the bench in the park last night hadn't helped any.

John glanced up. The red neon light from a tavern winked invitingly. Straightening his shoulders, he walked over to the heavy door of the tavern. Pushing it open with some effort, he stepped inside. In the dim light he saw several men sitting at

the bar in the small, smoke-filled room. He hesitated. After a moment he shrugged his shoulders, reached into his pocket and pulled out several small white cards. Walking behind the men, John leaned over and placed one of the cards on the bar in front of each. The first, whiskered and rough-looking, glanced at the card contemptuously and threw it on the floor. The second man, obviously drunk, ignored the card in front of him and took a long drink from a bottle of beer. The last, a young, husky man with a thick beard, glanced over his shoulder at John and then picked up the card. It read, "I am deaf. I have no job. Can you please give me a small donation?"

Turning to glare angrily, the bearded young man threw the card in John's startled face and signed rapidly with his hands, "Bastard peddler! Out, out! Hurt name deaf!" He got up from his stool and shoved John roughly toward the door. John stumbled awkwardly forward, his face slamming into the heavy door. Blood spurted from his nose. Pulling the door open, the angry young man shoved John outside. Unprepared, John stumbled again and went down, falling in a crumpled heap on the cold sidewalk. The door slammed behind him. After a moment John pushed himself up slowly, first by his arms, then by his legs, finally standing and leaning heavily against the brick wall of the tavern. He inhaled jerkily trying to catch his breath. His empty stomach churned wildly and his head swam. Slowly bringing his hand to his face, he shakily wiped the blood from his face with the arm of his coat.

John stared around bewilderedly. Flash- es of memory suddenly came to him . . . his last year at the school for the deaf, when one of his teachers had pointed to his poor test scores and signed, "You can't read at all!" . . . graduation day, when he had sat with the other "vocational" students and waited for the hated certificate while the "real" graduates got their diplomas . . . the seemingly endless summer after graduation, when he had gone from place to place seeking work, only to be turned away by a scowling face or pitying look . . . the visit by the VR (or was it RV?) man, who had shaken his hand, smiled briefly at him, then talked with his mother for an hour. Then the man had left without looking at John. Afterwards, his mother had said, "Maybe he will find you a job." But the man had never come back . . . the job washing dishes at the old, dimly-lit hotel, working from 7:00 a.m. until 8:00 p.m. John felt a stab of anger. The old man had paid \$20 for seven days' work, so John hadn't gone back . . . then the hitchhiking to the big city . . . the meeting with the deaf man who had beaten him up and forced him to beg with the ABC cards . . . the night he became afraid of the man and ran away, with the cards still in his pocket . . . then, finally, yesterday, when he had thumbed a ride to this city.

John's eyes focused, and he became aware of his surroundings. He pushed

away from the wall and started walking tiredly down the street, wiping his still-bleeding nose. His 22-year-old body shivered and he pulled up his collar. A lump of fear settled in his stomach.

"What do tomorrow?" he thought sick- eningly.

The Truth

Are we to believe that the numbers of disadvantaged deaf persons like Jane and John are relatively small and insignificant or is it true that these numbers are large and of national significance? Until recently it has been extremely difficult to answer this question because there has been little evidence one way or the other. However, in 1973, the National Association of the Deaf collaborated with the University of Arizona Rehabilitation Center on a survey that resulted in the compilation of some staggering figures.

The study conducted by the National Association of the Deaf and the University of Arizona entailed a survey of 20 randomly selected state Divisions of Vocational Rehabilitation scattered throughout the United States. State Divisions of Vocational Rehabilitation participating in the survey were Alabama, Arizona, Arkansas, California, Florida, Illinois, Indiana, Iowa, Louisiana, Michigan, Mississippi, North Carolina, Ohio, Oregon, Pennsylvania, Texas, Utah, Washington State, West Virginia and Wisconsin. Results from the survey indicated that:

1. Of 9,509 deaf individuals then being served by these 20 state agencies, a total of 4,788 (50%) were reported as having communication, behavioral and/or academic achievement problems that prevented them from obtaining vocational training at existing postsecondary facilities (colleges, junior colleges, trade schools and rehabilitation centers);

2. Of the 4,788 deaf persons who did not have access to existing postsecondary training facilities, an estimated 3,534, or almost 74%, could be given substantial assistance toward satisfactory vocational adjustment through a comprehensive rehabilitation center for deaf persons if one were available. The DVR counselors responding to the survey indicated that they could immediately refer 2,602 of these individuals to such a center;

3. Using then-current trends, the DVR counselor projected that the following numbers of deaf persons could be referred to a comprehensive training center for the deaf over the next five years:

1973	1974	1975	1976	1977
2,621	3,050	3,956	4,290	4,319

4. The counselors who responded to the survey, who averaged six (6) years of experience working with deaf people, indicated that in their experience approximately 50% of their clients over the years had had problems and needs that could only be met by a comprehensive rehabilitation center for deaf people.

Three important implications are presented by these findings. First, approximately half of all deaf people who go to

Vocational Rehabilitation agencies are unable to obtain the kinds of help they need. To be sure, some of them are given some help. However, in the absence of suitable training facilities most of them are given only marginal assistance. We can only speculate on what becomes of these individuals, but we can be sure that there are many Janes and Johns among them.

Second, the numbers of disadvantaged deaf individuals in need of comprehensive rehabilitation services but not now receiving them (3,534) exceed the numbers of deaf students now in attendance at Gallaudet College (1,000) and the National Technical Institute for the Deaf (500)!

Finally, estimates by the DVR counselors who participated in the survey indicate that for each year over the next five years there will be increasing numbers of disadvantaged deaf individuals who will be in need of the kinds of training services that are not now being provided. What will become of these individuals? They wait for our decision.

The Parents

Often overlooked but always there are the parents of those who wait. These parents go from school to school, seeking, often in vain, a school that understands the needs of their children and is willing to seek ways to help them. Too often our schools for the deaf and rehabilitation agencies are found wanting. It is all too easy to deny admittance to disadvantaged deaf children, and the numbers who are expelled from school are legion. Hundreds are turned away by Vocational Rehabilitation for want of suitable facilities and adequate case service funds. The parents are then left alone with the problem of helping their deaf son or daughter, who may range in age from four to forty years.

One parent wrote to this author recently:

Our son is now 20 years old. Since he was four years old he has been in four state residential schools for the deaf and two private residential schools for the deaf. He was dismissed from each one because it was felt that he was progressing too slowly and was something of a behavior problem. We have hired private tutors for our son, and they have helped him a great deal. However, he needs to be with others his age.

At this time I (the mother) am just about the only one with whom my son can communicate. I use fingerspelling and some signs. He has become more and more difficult to manage, and cares less and less about getting out of the house to do things. He is more and more unstable and is making my home life very, very difficult. Our doctor says he is definitely not retarded.

We have been looking all over the country for a school for our son, and we have many agencies and individuals who are also trying to help us find a suitable school. However, we have had no luck.

We love our son dearly, but we are at the end of our rope. He must have help. Can you help us?

Over the years since this author became involved in working with disadvantaged deaf persons he has received many similar letters. In a very few instances it was possible to help the parents and their deaf child; in the great majority of cases, however, there was no answer that could help.

How Long Must They Wait?

The facts before us clearly show that America has much to offer deaf children and adults, but at the same time there are thousands of deaf individuals who need help that is not now available. In recent years millions of dollars have been appropriated by our Federal and state governments for the education and rehabilitation of deaf people, but a close examination of the facts reveals that practically none of this money has gone to help disadvantaged deaf people. This oversight will continue unless more and more deaf citizens, parents and concerned educators and rehabilitation workers recognize the seriousness of the need and determine to do something about it.

Clearly, two choices are before us. Either we can continue to disregard the truth and believe that we are doing everything we can for deaf people, or we can face reality and determine to do what is necessary to insure that each deaf child and adult in America, regardless of their handicaps, is given an equal opportunity to learn and grow to the extent permitted by his or her capabilities.

Make no mistake. The problems and needs of disadvantaged deaf people are difficult and complex. However, we do have the resources and the money to meet the challenges involved. What we must have is determination and commitment. We must carry before us the words of President John F. Kennedy, who stated in his Inaugural Address:

With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessings and His help but knowing that here on earth, God's work must truly be our own.

With this determination and commitment, we who are deaf and we who work with deaf people can help to make available to disadvantaged deaf people the same opportunities that now exist for the more fortunate deaf children and youths. We can finally, lead them to "... the lamp beside the golden door."

And they shall wait no longer.

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Anthony, David, Handy ways to teach English. *Hearing and Speech News*, November/December, 1973, Vol. 41, No. 6, pp. 8-9, 22.

Fellendorf, George, Testimony before the Senate Subcommittee on the Handicapped. Unpublished mimeographed paper, 1972.

JUNE, 1974

Kubis Recognized As Math Teacher

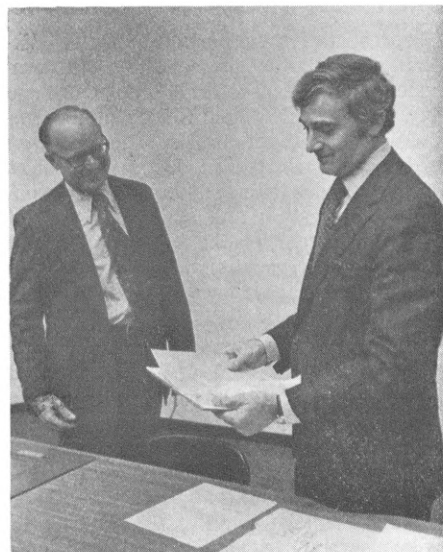
John Kubis, professor at the National Technical Institute for the Deaf at Rochester Institute of Technology, was recently presented an award from the Convention of American Instructors of the Deaf for 25 years of distinguished service teaching the deaf.

Kubis, who is also chairman of NTID's Technical Math Department, was instrumental in the development of the individualized math curriculum known as the Math Learning Center. In the MLC, students can approach a course in segments and proceed from module to module at their own rate of learning speed.

Looking back on 25 years of teaching the deaf, Kubis, who himself is deaf, says, "Basically I feel I've learned how to understand students better. I know their problems and the way they learn."

Kubis sees a definite trend toward a different type of deaf student today compared to 25 years ago. "Twenty-five years ago a majority of the students were postlingual deaf students while today many are prelingually deaf. This change in the time when deafness occurs presents a whole new set of problems and challenges for instructors of the deaf. The students perceive and learn in a different way, and the method of teaching them must be different."

Kubis received his B.A. from Gallaudet



NTID MATHEMATICS INSTRUCTOR HONORED—John Kubis (left), is presented an award by Dr. Robert Frisina, director of the National Technical Institute for the Deaf, citing his 25 years service as a mathematics instructor for the deaf.

College and his M.S. from the University of Illinois. He taught at the North Carolina School for the Deaf and Gallaudet College before joining the staff at NTID.

Kubis, his wife and three children live at 28 Del Verde Road, Gates, N.Y.

Foreign News

By Yerker Andersson

INDIA: Mook-Dhwani (Vol. 6, No. 6) contains a wealth of statistical information on deafness. For example, it reports that there are over 1.5 million deaf in India. Other data: 127 schools for the deaf; 44 associations of the deaf; 6 vocational rehabilitation agencies.

The All India Federation of the Deaf, established in 1955, affiliates over 42 organizations and schools.

The All India Sports Council of the Deaf arranges annual sports events, including cricket.

AUSTRALIA: About 950 athletes and visitors attended the Fourth Australian Deaf games (December 1973-January 1974). The Fifth Games will be held in Adelaide in December 1976-January 1977.

NEW ZEALAND: The *Deaf News of New Zealand*, a six-weekly magazine, appeared in book form. It is larger in size but simpler and more readable in content. Although there are nine clubs of the deaf in New Zealand, the deaf have no national association of their own. The recent issue of this paper made an appeal for the establishment of a national association of the deaf.

HUNGARY: There are eight elementary schools for the deaf with a total enrollment of 1,800 children in Hungary. The oldest school in Vac was founded in 1803.

Although the Hungarian language is said to be among the hardest to learn, most children are able to learn and

speech-read it. All the schools are oral but children are permitted to use the language of signs outside the classroom.

Then the deaf go on to vocational school for the deaf (Budapest, Vac and Sporn). Exceptionally bright deaf students may attend special classes at secondary and higher schools.

Unlike most socialist countries, Hungary has no special or sheltered workshops or factories for the deaf. Of course, the deaf have a national association and clubs. In 1907, the national association of the deaf was founded and 43 years later was merged with the association of the hard of hearing. At present its membership is 5,700 deaf and hard of hearing persons. The Budapest club alone has over 2,000 members. The clubs offer various activities such as lectures, courses and theater. Folklore, drama and mime festivals on national level are very popular. The deaf are permitted to drive cars. Only the socialist countries, USSR, Bulgaria and Romania, do not permit the deaf to drive. (*Hearing*, Vol. 29, No. 4)

LIBYA: There is no national association or club for the deaf in Libya, but the deaf regularly meet at a restaurant in Tripoli. The deaf are permitted to hold a driver's license.

SWEDEN: The Swedish Association of the Deaf announced that it has reserved 180 airplane seats for those who want to attend the WFD Congress of the Deaf in Washington, D. C., in 1975. It plans a tour including Illinois, Wisconsin and Indiana.

Gallaudet College Bestows Four Honorary Degrees

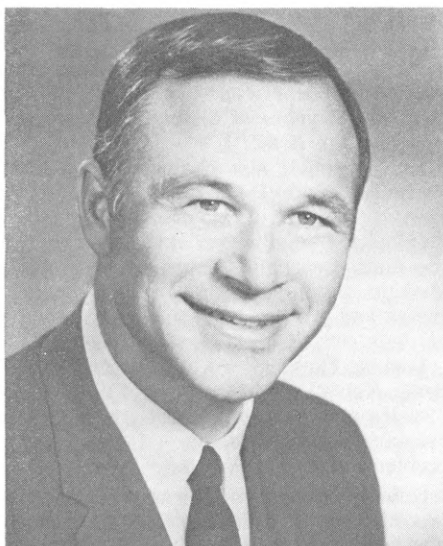
Representative Albert H. Quie, (R-Minn.) was the speaker at the 110th commencement exercises of Gallaudet College May 20 at the National Shrine of the Immaculate Conception. He also received an honorary Doctor of Laws degree at the ceremonies in recognition of his continuing interest in and support of educational assistance for the handicapped and postsecondary vocational education. He is a member of the Gallaudet College Board of Directors.

Rep. Quie is the ranking Republican member of the House Education and Labor Committee and is acknowledged as a leading spokesman on education in the House playing a major role in shaping education legislation in recent years. He was one of the main authors of the Higher Education Amendments of 1972 and under his sponsorship, legislation was also adopted in 1972 to expand postsecondary vocational education and assist the development of the concept of career education.

In 1974, Rep. Quie is seeking a change in the Title I Elementary and Secondary Education Act formula which distributes funds on the basis of family income data so that tests would be used to determine actual educational disadvantage with funds allocated to meet the educational needs of such students. He is also active in behalf of programs for preschool and early childhood education and educational assistance for the handicapped.

Elected to Congress in 1958, Rep. Quie is a member of the House Republican Policy Committee and during his House career, has served as a delegate to the North Atlantic Assembly. He is also presently serving as a board member of Youth Research, Inc., as well as on the Lutheran Institute of Human Ecology.

Rep. Quie holds honorary doctoral degrees from St. Olaf College (Minn.), Buena Vista College (Iowa), Gettysburg



Albert H. Quie, Honorary Doctor of Laws

College (Pa.) and Greenville College (Ill.) He holds distinguished service awards from the National Education Association, the Learning Disabilities Association and the National Council of Local Administrators. In 1973, he received a Distinguished Service Award from the Minnesota State College Board and also from the Minnesota Council for Exceptional Children.

A native of Dennison, Minn., Rep. Quie was educated at St. Olaf College earning a B.A. degree in political science. He is married to the former Gretchen Hansen and they are the parents of four sons and a daughter.

Mervin D. Garretson, Principal of the Model Secondary School for the Deaf, Gallaudet College, received an honorary Doctor of Laws degree in recognition of his distinguished work as an educator of the deaf.

Deafened since the age of five from spinal meningitis, Garretson was graduated from the Colorado School for the Deaf and Blind and attended Gallaudet College, earning a B.A. degree in Education of the Deaf. He later received an M.A. from the University of Wyoming and is now a part-time doctoral candidate at the University of Maryland.

Prior to his appointment as MSSD principal, Garretson was associate professor of education at Gallaudet College and was clinical professor of secondary education. He spent two years as an elementary teacher at the Montana School for the Deaf and Blind before becoming principal of the Department for the Deaf where he served for 12 years.

Presently, Garretson is a consultant with the Bureau of Education for the Handicapped, U. S. Office of Education, and is a member of the President's Blue Ribbon Ad-Hoc Committee on Employment of the Handicapped. He is a member of the board of directors for several organizations including the World Federation of

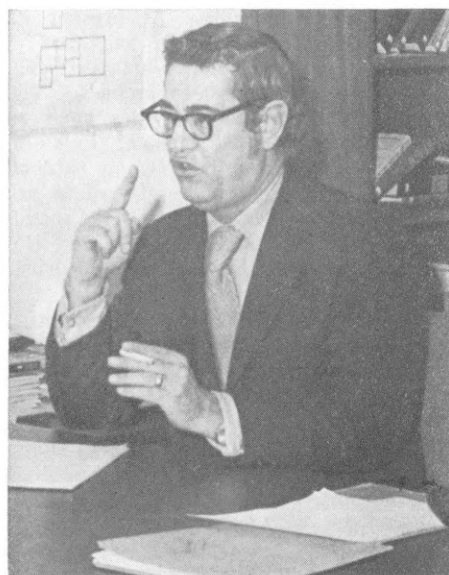
the Deaf, the Educational Media Corporation and the National Association of Hearing and Speech Agencies.

Garretson is the author of **Communication with the Deaf**, which has been translated into several languages. He is also the author of numerous articles including "The Simultaneous Method," "Education and Rehabilitation of the Deaf: A Question of Relevance," "The Social Studies Concept" and "Social Adjustment of Deaf School Leavers in the United States."

Garretson is married and his wife, Carol, is assistant professor of hearing and speech at Gallaudet College. They reside in Wheaton, Md.

Robert H. Weitbrecht, Vice President in Charge of Research and Development, Applied Communications Corporation, Belmont, Calif., received an honorary Doctor of Science degree. Weitbrecht, deaf since birth, was awarded the honorary degree in recognition of his extensive research and service to the deaf community as a physicist and electronic scientist. He is one of the principal developers of the PHONE-TYPE (patent and trademark issued) which made it economically feasible for deaf people to use telephone services worldwide in conjunction with teletypewriters.

A native Californian, Weitbrecht earned an A.B. degree in astronomy from the University of California and a M.S. degree, also in astronomy, from the University of Chicago where he was also a research associate at Yerkes Observatory, working with photoelectric systems, photometers, spectro-photometry and various astronomical and auroral observations. He has worked as a physicist with the Manhattan Project and Aeromedical Laboratory, University of California, Berkeley, and with the Communication Laboratory, Stanford Research Institute, Menlo Park, Calif.



Mervin D. Garretson, Honorary Doctor of Laws



Robert H. Weitbrecht, Honorary Doctor of Science

Weitbrecht has been a pioneer in communications systems using teletypewriters in conjunction with telephones. He is the originator of the "WWV" Radio Time Signal used worldwide and is responsible for persuading the Federal Communications Commission to permit radio hams to use radio teletype.

Weitbrecht is a member of the Institute of Electrical and Electronic Engineers and the Astronomical Society of the Pacific and is listed in **American Men of Science**. In 1969, he was one of 10 nominees for the Outstanding Handicapped American of the Year Award.



Craig Mills, Honorary Doctor of Laws

Craig Mills, Director, Division of Vocational Rehabilitation, Florida Department of Health and Rehabilitative Services, received an honorary Doctor of Laws degree in recognition of his more than 25 years of service and dedication to vocational rehabilitative counseling of deaf people.

Born in South Carolina, Mills received a B.S. degree from the University of Florida and an M.S. degree from Florida State University. He was an instructor in commercial subjects for four years before becoming a counselor and district supervisor of the Pensacola Office of Vocational Rehabilitation. He served as assistant director of Division of Vocational Rehabilitation, Department of Health and Rehabilitative Services, for seven years prior to becoming director in 1966.

A member of the advisory committee, Graduate Counseling Program, Gallaudet College, Mills is immediate past-president of the Council of State Administrators of Vocational Rehabilitation. He is chairman of the Advisory Board, Deafness Research & Training Center, New York University, and is a member of the National Policy Committee, National Rehabilitation Association. He is also on the advisory board of the Communicative Skills Program, National Association of the Deaf.

Mills is a life member of the National Rehabilitation Association and is a member of the National Association of the Deaf, the American Association of Workers for the Blind and the National Rehabilitation Counseling Association.

Seeing The World

By JOSEPH WIEDENMAYER

Editor's note:: The following article appeared in the April 1974 Large Type Edition of THE BRAILLE FORUM published bi-monthly by the American Council of the Blind, Oklahoma City, Okla. The FORUM is also published in braille and cassette tape.

Listen, my readers, and you shall hear the story of some of my experiences while I was in the Foreign Service of the United States of America. For nearly a quarter of a century, I traveled all over the world with my family. I lived in many countries—two years in each—such as Australia, Argentina, Brazil, Italy, Spain, Thailand (Siam) and Uruguay. I visited many other countries, also, in the Far East, Middle East, South America and Europe.

I met many people, both old and young, and I learned to speak several languages. Some were famous persons, but most of them were just regular, plain people like you and me. Among the famous ones were the President of the United States, the Prime Minister of England, the King of Jordan; astronauts, musicians and of course diplomats. But the folks I enjoyed most while seeing the world were the regular people one finds in every country. They are the peasants, barbers, taxi drivers, workmen, servants, clerks, craftsmen, farmers and many others.

I learned that no matter who a person is or where in the world he lives or whatever language he speaks, or whatever he eats or drinks, all men, women and children everywhere have one thing in common. That one thing is love and respect for their families and each other. They all cry when they are sad or sick and laugh when they are happy and well. I like people very much; it does not matter to me whether a person is rich or poor in material wealth, if he is rich in soul, spirit and courage.

I also encountered many deaf and blind persons. One was a young Chinese girl. She has been completely deaf and blind since she was a baby. Her name is Lin Chan Poh, of Singapore, and she attended the Perkins School for the Blind a few years ago.

Now I shall tell you about some of my experiences with the people I met over the years. But first I should explain that I was born hard of hearing and later in life became deaf to a severe degree. Finally, I became legally blind as well, although not totally blind, before I retired from the Diplomatic Service. Some of my experiences were amusing; others were not. Yet all of them provided me with a full, wonderful life in the service of our country.

Part I

The man said, "Please sit down and have some tea with me."

I had just met him in Venice, Italy. It was in 1951, and I was so excited over his

invitation that I almost sat on the floor by mistake instead of in the chair. But I relaxed quickly because he was such a kind, elderly man, with a wonderful sense of humor. I shall never forget that experience because this man was Sir Winston Churchill.

The reason I met Sir Winston was because I introduced myself to him. I have never been afraid of anybody except bad people. The more people we meet, the more we learn. Therefore, those of us with some kind of a handicap should try to avoid isolation and mix with as many people as possible, even famous ones. They can learn something from us, too, because most of them do not know how well handicapped youths and adults can do in their work.

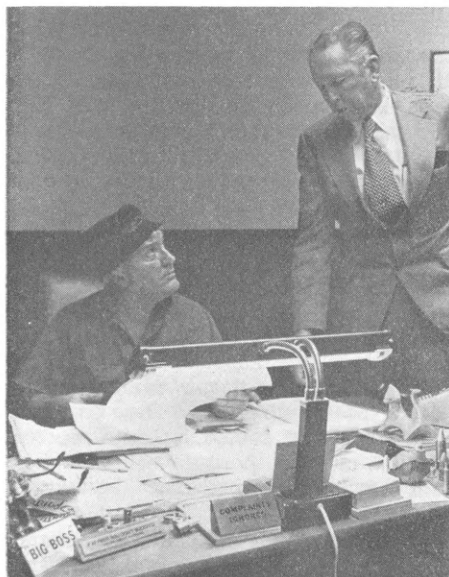
Some years after my chat with Churchill, I met another famous man. This time I was not nervous, but I was surprised. Although he had invited me to his office because of a People-to-People award I had received previously, this man had never seen me before. When I walked up to him in his huge office and we shook hands, he didn't say a word to me. I was surprised and puzzled for a moment, until his assistant rushed over and said, "Vice President Johnson, this is Mr. Wiedenmayer, whom you wanted to see."

Immediately, LBJ smiled and conversed with me about my efforts for handicapped children abroad. Lyndon B. Johnson was a compassionate man, a good listener and a friend of the handicapped. When he was President, he invited me to the White House to witness his signing of a historic rehabilitation bill. Since he died this past year, my little book for the blind and hard of hearing entitled "Look or Listen" has been placed in the collection of the LBJ Memorial Library in Texas by Lady Bird Johnson.

While these two world figures were not handicapped, they both wore hearing aids and eye glasses toward the end of their lives, like many older people. But most of the people I became acquainted with in my world travels were not famous people. However, they were very interesting men, women and children from whom I learned many things. What I learned from all of these people was that they have the same love and respect for their families and friends, along with the same desire to succeed in life, that we Americans have. They speak a different language, but the messages from their hearts are the same.

THE DEAF AMERICAN now carries
RID's interpenews
NYU's Deafness & Research Center's
Newsletter

Bruce Clary's Prosperous Industry Favors Deaf Employees



PLANS FOR FUTURE—Bruce G. Clary (seated), president of P & C Screw Machine Products, Inc., of South Gate, Calif., discusses expansion plans with his accountant. Clary, who is deaf, employs primarily deaf persons in his company.

Bruce G. Clary III has his own definition of "deaf power." For him, it's jobs. In the last year, the 50-year-old graduate of Rochester School for Deaf, Rochester, N. Y., took a \$130,000 investment from a silent partner and built a company that did \$9.5 million in business its first year.

Clary, 50, realized a life-long dream early in 1973 when he began P & C Screw Machine Products, Inc., at 10630 S. Santa Fe, South Gate, Calif. Clary has 54 employees; 44 of them are deaf.

If plans go as expected, Clary's employer role will bulge to 1500 in the next nine to 12 months and his company will be handling contracts totaling \$30 million or better. If Clary has his way, most of his employees will be deaf.

"The company has grown faster than I anticipated," said Clary, who is president of the firm. "There's not another machine tool company in the country which can keep up with us. If I quote 10 jobs, we'll usually get nine.

"Most big companies bid jobs planning on big profits," added Clary as he sat behind a large wooden desk in a pair of long green work overalls. "I know I don't look like a company president, but I want to be involved in all parts of the business, and that means being out in the shop. I don't mind getting dirty.

"While most companies think only of profits," Clary repeated as he flicked an ash from a long cigar, "I'm only concerned with giving jobs to deaf people. And I know from my own experience that few people want you when you're deaf."

Clary graduated from RSD in 1941 where he was active in all sports. As a senior he pitched a two-hitter and won against a team whose pitcher was former San Francisco Giants' (then New York Giants) hurler Johnny Antonelli.

"RSD was a tremendous school then, and I'm sure it has improved," Clary recalled. "But once you graduate from school you have to learn a trade. It took awhile, but Al Kaddis of Kaddis Manufacturing Products in Rochester offered me a chance and I took it. There wasn't anything else."

But Clary quickly discovered he had a natural ability in the machine tool field. Over the next 30 years he moved from one screw machine business to the next, 23 in all.

"I took only the best knowledge from each company," Clary stated. "I've eliminated the mistakes, and that's why this company is so successful. I've always said that deaf employees can outwork the hearing if placed in the right job and given the right training. The deaf in this company don't develop bad habits, and it's paying off in quality and quantity of work."

Employees of P & C Screw Machine Products, Inc., work 12 hours a day, five days a week. Clary reports the average take home pay is \$198 a week. All employees, no matter what the job, start at \$3 an hour and have the potential to reach \$5.60 an hour.

"Every job starts the same, but initiative makes the difference," Clary states firmly. "Where you go is up to you. But there is high tension in this business. When you have a U. S. Government facilities contract for one million shells a month, that's what they want. While most companies seldom deliver up to 85 per cent on a contract, P & C is never under 95

per cent. That, along with the ability to bid contracts with a low profit margin in mind, is another reason this company is successful."

Clary started with two Davenport Screw Machines and had eight machines in five months. With government support, he could have 150 machines within a year.

"The best thing is that we've taken 16 deaf persons off the welfare roles. That's what I'm most proud of," Clary said as he lifted his green cap and brushed back his wavy white hair. "And there are very few deaf persons I can't train in this business. In case of a military conflict the nation will have a facilities company that can be counted on to have a stable and productive work force."

Clary himself works 17 hours a day. At times his friends have to remind him of his bowling engagements so he can maintain his 188 average.

Clary has come a long way since attending RSD and learning English through fingerspelling. "Learning the meanings of words then is helping me in business now," he insists.

"Soon we're going to be looking for deaf persons nationwide who want to work in the machine tool business. We'll train some and be looking for other deaf workers trained in machine tool, engineering, quality control, accounting and other fields," Clary points out.

Deaf power means jobs, good pay, potential for the future and the completion of a life-long dream for Bruce Clary III.



PART OF ACTION—Clary (right), who has worked in the machine screw business for better than 30 years, is part of the P & C production team whenever possible and insures the quality of his products.

DEAF AMERICAN Advertising Rates Effective September 1, 1974

The following rate schedule will take effect September 1, 1974, for advertising in THE DEAF AMERICAN. Cooperating Member (state) associations of the National Association of the Deaf will be en-

titled to a 30% discount; affiliated organizations, 20%; agencies, 15%. Rates are per insertion with identical copy.

	1 insertion	6 insertions	11 insertions
Full page -----	\$150.00	\$135.00	\$120.00
Half page -----	86.25	77.62	69.00
One-third page --	60.00	54.00	48.00
Column Inch --	6.25	5.63	5.00

BILINGUALISM: A New Direction In The Education Of The Deaf

By BARBARA M. KANNAPELL

Deafpride, Inc., 2010 Rhode Island Ave., N.E., Washington, D.C. 20018

Introduction

As a deaf person, born of deaf parents, I grew up using American Sign Language as my chief means of communication. Throughout my school experience, however, American Sign Language was never used as a means of communication in the educational process. The emphasis was on the development of speech skills and English language skills.

For the past few years, I have been working on books for deaf children, with a strong emphasis on Signed English. Each sign corresponds to a word, including the endings or the markers of English words and the lip movements of the first visible syllable of each word. The more I became involved in this work, the more I began to ask myself why American Sign Language was never considered as a language in itself, but always was used as a base for "borrowings" to construct the various systems of visible English. I also became aware that in my communication with other deaf persons, my language is American Sign Language, as is theirs. Signed English is something we resort to in order to communicate with hearing people who speak English. I realized that I had learned English without benefit of understanding the relationship between meanings expressed in American Sign Language and the same meanings or equivalents expressed in English.

At the same time, I became aware of the growing understanding of the need for bilingual education in the United States for persons of non-English-speaking extraction. This is especially clear in the case of Mexican-American and Latin-American children as well as other minority group children. Today there is a trend toward establishing bilingual programs for non-English-speaking children throughout the U. S. On January 2, 1968, President Lyndon B. Johnson signed into law the Bilingual Education Act. Senator Ralph W. Yarborough of Texas was the author of the first bilingual education bill ever introduced in either house of Congress. The Bilingual Education Act is Title VII of the **Elementary and Secondary Education Act of 1965**, as amended in 1967 (Public Law 90-247). The Act provided financial assistance to local education agencies for, among other things:

1. bilingual educational programs;
2. programs designed to impart to students a knowledge of the history and culture associated with their language;
3. efforts to establish closer cooperation between school and home.¹

In this article, I would like to review the current understandings of bilingualism and bilingual education, and relate these

understandings to the education of deaf persons. The question I would like to raise is whether or not deaf persons ought to be considered bilingual, and, if so, whether or not a system of bilingual education ought then to be instituted in schools and programs for deaf children.

I. Language

Are deaf persons bilingual, or potentially bilingual? The first question is, do they have a language? Language has been defined from the point of view of many disciplines: psychology, anthropology, sociology and linguistics, among others. We will use the term "language" as it is defined by C. W. Morris:

Language is composed of a plurality of signs, the significance of which must be known to a number of interpreters. Furthermore, these signs must be of such a nature that they can be produced by human beings and will retain the same significance in different situations. Finally, in order to enter into a variety of complex language processes, such signs must be set into patterns that are agreed upon.²

Following this definition, we would maintain that deaf persons do have a language and, in the United States, that language is American Sign Language (ASL). It is a unique language, full and complete, with its own expressive mode and structure, as Dr. Stokoe has shown in his **The Study of Sign Language**. American Sign Language is a plurality of signs, the significance of which is known to a number of interpreters who are deaf; these signs are set into patterns agreed upon by deaf people in North America.

2. C. W. Morris, **Signs, Language and Behavior**, (New York: Prentice-Hall, 1946), p. 35.

About the Author

Barbara Kannapell is a native speaker of ASL, born deaf of deaf parents. She attended the schools for the deaf in Kentucky and Indiana and graduated from Gallaudet College in 1961. She holds an M.A. in educational technology from the Catholic University of America and is now studying linguistics at Georgetown University, Washington, D.C.

Barbara is co-founder of Deafpride, Inc., a non-profit group composed of deaf persons, parents of deaf persons and interested community members, which works for the human and educational rights of deaf persons. She has 13 years of experience working as a research assistant at Gallaudet College and has collaborated in numerous publications relating to the use of signs with young children. She is co-author of **Signs for Instructional Purposes**. Eventually, Barbara plans to devote full time to the study of American Sign Language as a language.

Other countries (Japan, for example) do have other sign languages.

In the beginning of the education of deaf persons in this country, American Sign Language was accepted as the means of communication, but without the sophisticated study possible today because of the development of the tools of linguistic analysis. Recently studies (Stokoe, Woodward, Bellugi) have begun which accept ASL as a language in itself. ASL has been shown to have its own syntactical structure. The signs themselves, which compose the language, have been analyzed, and it has been found that each sign is a unique combination of the three parameters of sign language: "places or **tabs**, different from each other, but all recognizable as where the sign starts or acts or ends; designators or **dez**, the appearance of the hand or hands that make the sign, and **signs**, the action itself."³ (Example: The sign for "king" is placed on the left shoulder, representing the place (**tab**) with the designator (**dez**) of K handshape, and the movement from left shoulder to right side of waist is the **sign**. The whole sign may be derived from the concept of the sash worn by the kings or by diplomats.)

Linguists see the elements of language as phonemes and morphemes. A phoneme is the smallest sound unit; a morpheme is the smallest unit of meaning. A feature of the phoneme is the allophone—any variant form which sounds similar. Dr. Stokoe devised a system for analyzing sign language, using the same definition of morpheme, and developing the concept of cheremes and allochers:

... Analogous with the **phoneme** is the sign language chereme. It is a class of visual units that may differ in visible ways, but that are just the same in their use in ASL. These units, allochers, may look so different to one unaccustomed to the language that he misses the essential fact that they are the same.⁴

A dialect is a variety of a language in a country. There may be many varieties, differing from one another in the sound, or the way of pronouncing words, or in the words themselves which are used, or in the general ordering of words. Spanish is a good example of a language with many dialectal variations. Basically, a Cuban and a Mexican speak the same language, and can understand each other, though their Spanish differs greatly in some respects.

Sociolinguists have attempted to classify the variations in dialect. They talk about

3. W. C. Stokoe, Jr., **The Study of Sign Language** (Silver Spring, Md.: National Association of the Deaf, 1971), pp. 6-7.

4. William Stokoe, Jr., Dorothy Casterline, and Carl Croneberg, **A Dictionary of American Sign Language on Linguistic Principles**, (Washington, D.C.: Gallaudet College, 1965), p. xxix.

1. Jeffrey W. Koblitz, "The Compelling Case for Bilingual Education," **Saturday Review**, (April 29, 1972), pp. 54-58.

a "horizontal" dialect, which is basically a difference in speech found in different geographical locations, and a "vertical" variation, which is related to social stratification. Lower, middle and upper classes in a given geographical area may speak quite differently.⁵

ASL is like other languages in that it has dialects which reflect regional differences. For example, deaf people in New York City have a dialect which is different from that in Washington, D. C. Though there are relatively few studies about the dialects of ASL, there is a good description of sign language dialects in Appendix D of the **Dictionary of American Sign Language**. This study shows that ASL has horizontal and vertical variations as well.

Diglossia is the presence within a society or country of two languages or dialects that serve different purposes. For example, in the United States, if you are Spanish speaking, you will most often use English in your school situation, and Spanish at home. This means that your English will tend to be more formal English, and your Spanish will tend to be more informal, since it is used in a home situation, even though both English and Spanish have both formal and informal styles.

In relation to ASL, there are two languages: English (on a continuum from spoken only to signed only) and ASL as a language itself. Within both English and ASL there is a continuum from formal to informal. Dr. Ferguson was able to explain nine characteristics of diglossia which occur in a country where the official language is considered to be superior, but where minority groups do not speak this language. These groups have their own dialect or language which is considered inferior. Using Ferguson's categories, we can make the following observations about the relation between English (the dominant language in the United States) and ASL:⁶

1. **Specialization of function:** English is used in formal situations with formal topics and ASL is used in informal situations with informal topics. Although ASL is rich in different styles, and used to be utilized in formal situations (NAD film of Dr. Edward Miner Gallaudet lecturing on his trip to England in 1914), today, with the exception of the National Theatre of the Deaf, ASL is not used for formal occasions; rather, some form of English is generally used.

2. **Prestige:** Some users of the language in the diglossia situation consider English to be superior to ASL in a number of respects. There are some deaf persons who will only use spoken English. Other deaf persons (mostly postlingually deaf or trained in oral schools through high school) consider English to be superior, and prefer to use it (signed and spoken) while looking upon ASL as inferior (a "natural" language of gestures).

3. **Acquisition:** ASL is usually learned at home from deaf parents, or at school from deaf peers. English is usually learned in school, in the classroom. This applies to deaf and hearing children of deaf parents who use ASL as their dominant language. ASL is not officially used in any classroom situation in the USA.

4. **Education:** English is taught when language is studied. If grammar is studied, English is studied. ASL is not taught in schools as a language.

5. **Standardization:** Efforts at standardizing a system of signed English. As ASL is neither studied nor formally taught, the dialects in the language have not been collected and analyzed, so there is no coherent collection of all the varieties of signs for any single meaning. Persons borrowing from ASL to create systems of visual English generate signs known only in a narrow community, and perhaps without knowing that the language already has an existing sign for the meaning they wish to express. On the whole, persons working at "standardization" do so in relative isolation from one another, without being native speakers, without applying the basic linguistic and structural principles so well known to students of language. The result is neither a standardization of ASL, nor of Signed English. Rather, we have a variety of systems of signed English, none of which does justice to ASL.

6. **Stability:** Is the deaf community stable linguistically, or is it in the process of shifting from one language to another? Prior to the exposure to the visual systems of Signed English, the deaf community was probably linguistically stable for years and years. Now it is possible that schools for the deaf have a policy of using sign language in English order and influence the deaf communities surrounding the schools. Then these deaf communities may be in the process of shifting from ASL to Signed English. If the deaf community is far from the school for the deaf and does not feel the effect of the policy of the school, it may be more stable linguistically. We need to do more exploration and research on the relation between ASL and English, as well as on ASL itself.

7. **Grammar:** It is thought that English has grammatical categories not present in ASL and an inflectional system that is much reduced or absent in ASL. Many persons believe ASL has no grammatical structure although studies have proven differently. ASL has its own inflectional system, and grammatical categories not present in English.

8. **Vocabulary:** People think the bulk of vocabulary in English and ASL is shared. On the contrary, ASL vocabulary is visual signs. There are many signs for meanings and shades of meanings which do not have an exact English equivalent.

9. **Phonology:** This does not apply to ASL because of the absence of sounds, but

rather, the term cherology which studies visual units should be used for the study of ASL. Most persons who create systems of Manual English are unaware of linguistic principles. Because they do not understand cherology, they create signs unnecessarily. For example, ASL has a sign for "wonderful," whereas, in manual English, two separate words "wonder" and "full" are signed.

In conclusion, ASL is a visual language which has a variety of dialects and, within itself, a continuum from formal to informal. It is also a language which has not been formally taught and which is only beginning to be studied. It is a language which co-exists with another language, English, and has been borrowed from to create systems of visual English. These borrowings have created a diglossia situation in speakers of ASL, who tend to regard their language as inferior to English, or as something less than a language.

II. Bilingualism

Definition

Psychologists, linguists, sociologists and educators have spent time and effort trying to formulate a satisfactory definition of bilingualism that is both specific and useful. No general definition that satisfies everyone has been produced. The following definition will be used in this paper: A "bilingual" is a person who can speak two different languages and feel comfortable in both. Usually the bilingual is most comfortable with his native language. For example, the Spanish child who grows up in the Spanish community uses the Spanish language with his family and uses English at school or with English-speaking people.

The definition of a bilingual also applies to deaf persons. Ideally the deaf adult is a fluent signer of ASL and able to read and write the English language. He will use what he feels most comfortable with. When he talks with deaf friends, he will use ASL. When he talks with hearing people he writes English on paper, or speaks through an interpreter, or uses his speech if it is intelligible enough.

It is important to understand what bilingualism is in terms of working definitions:

1. **Continuum:** There is a wide continuum of people who have at one time or another been classified as bilingual. For example, Bernbaum writes of the continuum among Spanish-English bilinguals:

It ranges from the persons whose native language is Spanish, and who speaks a bit of English; to the person whose native tongue is English and who speaks a bit of Spanish; to the person who has grown up speaking both English and Spanish and is fluent in both languages.⁷

Among deaf persons, there is a continuum ranging from the deaf person

5. *Ibid.*, p. 314.

6. Charles Ferguson, "Diglossia," *Language in Culture and Society*, ed. Dell Hymes (New York: Harper & Row, 1964), pp. 429-39.

7. Marcia Bernbaum, *Early Childhood Programs for Non-English Speaking Children*, (Urbana, Ill.: E.R.I.C. Clearinghouse on Early Childhood Education, U. of Ill., (year), p. 3.

whose native language is ASL and who knows a bit of English; to the deaf person whose native language is English and who knows a bit of ASL; to the deaf person who has grown up using both English and ASL and who is fluent in both languages. The large number of deaf people who were trained in schools for the deaf where ASL was and is prohibited, but who picked ASL up from their peers, might be included in the first group. The rare breed of those born deaf who acquired English language through the oral method, and those who are postlingually deaf, who had already acquired English language skills prior to the onset of hearing loss would be the second group. These persons may eventually acquire ASL from their peers at schools for the deaf, or from other deaf adults. Many deaf children of deaf parents belong to the third group and are bilingual. Somewhere off the continuum in the beginning are deaf children of hearing parents who know neither ASL nor English.

2. Different types of the same language: The Spanish-English bilingual is viewed as though bilingualism in his case is only a matter of mastering two languages, Spanish and English. And yet, in the United States there are four different kinds of Spanish: Mexican, Puerto-Rican and Cuban Spanish and Spanish that originated in Spain. Therefore, when referring to a language other than English spoken by a child, whether it is Spanish, Italian, German or Navajo, it is important to be precise about the geographic area and community in which the child lives, how long his family has lived there and, consequently, the dialect he speaks.

Are there different types of ASL? Is there a Gallaudet ASL, a Black ASL, a Chicano ASL, a children's ASL, etc.? These forms of ASL should be explored in depth. Also, the kind of communication a deaf person uses at home and at school should be studied. The types of sign language the parents use to communicate with their deaf children should also be explored.

3. Types of bilingualism: From the point of view of psycholinguistics, there are two types of bilinguals: the compound bilingual and the coordinate bilingual. These are defined by Bernbaum:

The compound bilingual has a single language system. He mixes both languages unknowingly. The coordinate, on the other hand, seems to operate in two separate channels. Unlike the compound bilingual, he knows which language to use. Whereas the compound bilingual learns language in one setting (both English and Spanish are spoken at home) the coordinate bilingual learns language in two settings (Spanish is spoken at home, and English is spoken at school; or his mother speaks English and his governess speaks French).⁸

This idea of the compound and coordinate bilingual can be applied to ASL. Based

on the writer's observations, it is possible that the deaf children of deaf parents are compound bilinguals and mix ASL and English unknowingly and the deaf children of hearing parents may be coordinate bilinguals, using ASL with their deaf friends and English with their parents. Studies need to be conducted to understand this better in relation to deaf persons.

4. Interference: Interference is common among bilinguals. Mackey defines interference as:

... the use of elements from one language while speaking or writing another. It is a characteristic of the message, not of the code. It varies quantitatively and qualitatively from bilingual to bilingual and from time to time in the same individual, ranging from an almost imperceptible stylistic variation to the most obvious sort of speech mixture.⁹

The following are some examples of interference from Bernbaum:

The German immigrant who pronounces "bread" with a German accent is exhibiting phonological interference. Similarly, when the Spanish-speaking American says: "I see the house white," he exhibits interference at the syntactic level. He directly translates from Spanish, in which the adjective always follows the verb.¹⁰

It is important for teachers to understand interference among bilingual children. Research indicates that a child who speaks little English will show much interference from his mother tongue at first; and that as he becomes proficient in English, there will be less and less interference.

The concept of interlingual interference can also be applied to ASL, particularly, syntactical interference. For example, a deaf child might write an English sentence using translation from ASL. He might write down: "Me finish eat good." The teacher of the deaf may fail to realize that deaf children are translating directly from ASL, in which the time factor precedes the verb to express the past tense and the child expresses the quality of the food afterwards. So the sentence is perfectly good ASL. It is important for the teacher to understand the basic principles of ASL so that he can help deaf children with English.

Attitudes Toward Bilingualism

For many reasons, the idea of bilingualism is frowned upon by Americans. First, English is the official language in the United States, so it must be the only language allowed in the schools. Other languages are forbidden. Secondly, the attitudes of the American people toward high socioeconomic class bilingual persons and low socioeconomic bilinguals are drastically different. Upper class persons have always thought that more than one language is good, but for the most part,

Americans have had an attitude of superiority about their language and have not been flexible in accepting that other languages are as good as English. Stokoe points out:

The commonly held notion that "the mother tongue" (anyone's mother tongue) is the sole repository of "normal grammatical structure" and the only language that can be "linguistic" is a concept well-known to anthropologists, who call it ethnocentrism. When it is used to deny that some other language is "systematic" and to impute to the out-group using the language a deficiency of mental functioning, this notion comes perilously close to racism. The study of the grammatical system of sign language as well as its semantic and symbolic systems is the best way to replace such superstition and prejudice with useful knowledge.¹¹

Since language and culture are related, this may be seen as an attitude of cultural superiority on the part of Americans. This is evidenced in the way that an ethnic group member may change his name to a more American form and actually repudiate his language and culture to the point that his children, if he is Polish, may not understand a word of Polish, or be familiar with the Polish cultural heritage.

Similar to the attitudes described above, the attitudes of the educators of the deaf and hearing parents of deaf children toward deafness has a great impact on deaf people themselves. In the writer's opinion, the deaf people have twice as many problems about their self-concept as the Mexican-American or Black children because they lack both English skills and oral skills. When encountering hearing people, deaf people do not feel adequate in communication because they feel that they cannot live up to the standards of the "hearing" world.

On the other hand, some deaf people feel ashamed of sign language and refuse to use it to communicate with hearing people who know sign language. They think it is so important to be like hearing people and so they try to use their speech, which is often unintelligible to hearing people.¹² In fact, there are even deaf persons who refuse to have anything to do with deaf people to the point that they cannot understand signs that deaf people use. They often get upset when hearing people recognize them as deaf. Deaf people think they will be more successful if they can speak better or write better. It is difficult for a deaf person to speak normally and to lipread most of what is said—especially a person deaf from birth. This means that most deaf people believe they are failures and have a negative self-image which hinders them from develop-

11. W. C. Stokoe, Jr., *op. cit.*, p. 36.

12. McCay Vernon, "Non-Linguistic Aspects of Sign Language, Human Feelings Thought Process," *Psycholinguistics and Total Communication; The State of the Art*, ed. Terrence O'Rourke (Washington, D.C.: American Annals of the Deaf, 1972), pp. 11-18.

9. W. F. Mackey, "Bilingual Interference: Its Analysis and Measurement," *Journal of Communication*, XV (Dec. 1965), p. 239.

10. M. Bernbaum, *op. cit.*, pp. 14-15.

8. *Ibid.*, pp. 12-13.

ing self-confidence and self-understanding.¹³ Dr. Hilde Schlesinger and Dr. Kay Meadow write:

... children are beginning to develop a sense of self-awareness and of ethnic and racial differences as early as ages three or four. Deaf children may also at this early age perceive that others feel they have a low probability of success. We believe that this awareness of self-worth and social stigma plays an important role in the child's ability to profit from an enriched environment. For the child may need to feel that he is worthy of enrichment for his own sake, and not for the sake of becoming like others who are hearing.¹⁴

It is clear that the attitude of the English speaker to the language and culture of the non-English speaker is even more basic than the understanding of his language. This attitude must be one of respect of the person and his language and cultural heritage; however, traditionally, the attitude has been one of disrespect and disregard. In education, this attitude was reflected in the forbidding of the use of the home language in the classroom. English was spoken in the classroom. In the case of the Mexican-Americans, we have non-Spanish-speaking, white teachers instructing Spanish-speaking Mexican-American children. As a result, Mexican-American children consistently fail in the educational system.

A study in the five Southwestern states on reading achievement among Mexican-American and Black children, found that 63% of Mexican-American children read below 12th grade level and 70% of Black children read below 12th level. Of 63% of Mexican-American children, about 24% are three years behind in reading ability; of 70% of Black children, 33% are three years behind in reading ability.¹⁵ Using the California Test of Basic Skills in New Mexico only, the Spanish-surnamed children's average grade level for reading is 6.6 at eighth grade level and Black children are 5.9 at eighth grade level.¹⁶

In the case of deaf children, we have non-signing, hearing teachers instructing deaf children. As a result, the deaf children consistently fail in the educational system, like their Mexican-American and Black peers. A study by Boatner (1965) and McClure (1966) involved 93% of deaf students in the USA age sixteen or older. The studies found that 30% were functionally illiterate and 60% had a grade level of 5.3 or below in terms of overall educational achievement. Only five percent achieved at tenth grade level or better and most of these were adventitiously deaf or

hard of hearing. Another study by Wrightstone, Aranow, and Moskowitz (1962) indicates that the average reading achievement of deaf 16-year-olds was grade level 3.4: 80% of 16-year-olds were below grade level 4.9 in reading.¹⁷ The students who attended college had a reading level of about eighth grade.

There are "no Spanish" rules in many schools attended by non-English-speaking children. The following justifications for these rules are taken from a report by the U. S. Commission on Civil Rights:

1. English is the standard language in the United States and all citizens must learn it;
2. The pupil's best interests are served if he speaks English well; English enhances his opportunity for education and employment while Spanish is a handicap;
3. Proper English enables Mexican-Americans to compete with Anglos;
4. Teachers and Anglo pupils do not speak Spanish; it is impolite to speak a language not understood by all.¹⁸

The attitudes of the educators of the deaf toward ASL are analogous to those of educators toward other ethnic groups. The justifications for the prohibition of Spanish in class parallel exactly the arguments used by educators of deaf children:

1. English is the standard language in the USA and all citizens must learn it;
2. The pupil's best interests are served if he speaks English well; English enhances his opportunity for education and employment, while ASL is a handicap;
3. Proper English enables deaf people to live in a hearing world;
4. Teachers and hearing people do not use ASL; it is impolite to use a language not understood by all.

Many non-English-speaking children were thought to be mentally retarded just because they could not communicate with their teachers in English. G. I. Sanchez points this out in his paper: "La Raza, Forgotten Americans":

In practice, Mexican-American children are frequently relegated to classes for the education of the Mentally Retarded simply because many teachers equate linguistic ability with intellectual ability. In California, Mexican-Americans account for more than 40 percent* of the so-called mentally retarded.¹⁹ *emphasis mine

Like the Mexican-American children, many deaf children are thought to be mentally retarded or multiply handicapped just because they cannot communicate with their teachers in English. Drs. Mindel and Vernon state this in **They Grow in Silence**:

17. *Journal of Speech and Hearing Research*, XII, No. 3, (1969), p. 548.

18. "The Excluded Student," *Educational Practices Affecting Mexican Americans in the Southwest: A report of the United States Commission on Civil Rights, Report No. 3.* (May, 1972), p. 14.

19. G. I. Sanchez, "History, Culture and Education," *La Raza, Forgotten Americans*, ed. Julian Samora (South Bend, Indiana: U. of Notre Dame Press, 1966), p. 15.

... such groups are comprised of children varying from those with genuine mental retardation to those who have failed the oral method, or rather to those whom the oral method failed. The naive assumption is made that they have an additional problem—aphasia, brain damage, or retardation, because they have not learned orally. Both of the authors have encountered numerous adolescents and adults who were diagnosed as "multiple-handicapped" on such a basis and were discovered later to have adequate intellectual endowment. In fact, many school programs classify up to 40 percent* of their deaf students as multiple-handicapped, when the real problem is the inflexibility born of an orally-based program.²⁰ *emphasis mine

The teacher is the most influential person in the classroom and his or her attitude has a great influence on the minority child. Often training programs for teachers do nothing to help teachers understand their own attitudes, or develop understanding for minority group people and culture. Dr. Roger Shuy, in his article "Teacher Training and Urban Problems" said that relatively little research has been done on what the teacher knows, feels or thinks about the language of disadvantaged pupils, especially Black pupils. He interviewed 30 randomly selected urban teachers in Detroit; 80 percent of the teachers observed that their students have limited vocabulary:

In the inner-city the child's vocabulary is very limited. His experiences are very limited ... because of the background of the home and the lack of books at home, the lack of communication with the family, especially if there are only one or two children in the family ...²¹

Some solid pieces of evidence which raise questions about the effectiveness of education for deaf persons, and the attitudes of hearing persons about deaf people, are the statistics on the number of deaf persons involved as teachers and administrators in the education of deaf people. There are very few deaf preschool teachers in the United States teaching deaf children. In the **American Annals of the Deaf**, the 1973 directory shows that there are 8,843 teachers of the deaf in the United States. Of that number only 964 or 11 percent are deaf.

Attitudes like those mentioned toward non-English-speaking children have a psychological impact on the children. Ethnic groups become convinced of their inferiority and the inferiority of their parents and their culture. It is important to understand why non-English-speaking children may suffer an identity crisis when

13. Eileen Paul and Barbara Kannappell, "An Experiment in Communication: Ameslan" (unpublished paper, Washington, D.C., 1972), p. 4.

14. H. Schlesinger and K. Meadow, *Sound and Sign: Childhood Deafness and Mental Health*, (Berkeley, Calif.: U. of Calif. Press, 1972), p. 41.

15. "The Unfinished Education: Outcomes for Minorities in the Five Southwestern States," *Mexican American Education Series Report 2: a Report of the United States Commission on Civil Rights*, (Oct. 1971) p. 25.

16. *Ibid.* p. 93.

20. E. Mindel and M. Vernon, **They Grow in Silence: The Deaf Child and His Family**, (Silver Spring, Md.: National Association of the Deaf, 1971), p. 51.

21. Roger W. Shuy, "Teacher Training and Urban Language Problems," *Teaching Standard English in the Inner City*, ed. Ralph W. Fasold and Roger W. Shuy, (Washington, D. C.: Center for Applied Linguistics, 1970), pp. 123-124.

they enter school. First, the critical first five or six years of the non-English speaking children are spent at home where they learn a language and a culture different from those they find at school. These children suffer a cultural shock upon their entrance into school. Secondly, although the administrators and teachers try their best to see that the non-English speaking children are comfortable they may try to communicate with them only in English. Since English is the only medium of communication and the child's language is banned from the classroom and playground, the child will feel strange. Thirdly, he will be led to believe in subtle ways that his language is inferior to English, and that he is inferior to the English speaking children in school and that his parents are inferior to English-speaking people in the community. Fourth, pride in their heritage and a natural sense of dignity may make them want to maintain the ancestral language in the home, but at the same time the parents want to do all they can to help their children adjust to school and so they talk English as best they can in the home, rather than their native language. Sometimes what results is a mixture of the two, with an inadequate hold on either. The school is at fault for misguiding the children, not the parents.²²

The attitudes toward ASL can play an important role in the lives of young deaf children in relation to their need of identity. As stated previously, the non-English-speaking child may suffer cultural shock upon his enrollment in school. Does the deaf child have cultural shock upon his enrollment at the school? Does the effect of cultural shock on the deaf child make the difference whether he has deaf or hearing parents? Does the deaf child develop "reverse" cultural shock upon his or her return home from school? The writer found that there is not any study except that Drs. Schlesinger and Meadow make a comment:

... young deaf children with hearing parents come to the residential school from a hearing environment in which they were unique or "alone," where they were often unable to communicate with those around them.²³

The questions given above remain to be investigated.

The administrators and teachers may try their best to see to it that deaf children are comfortable but try to communicate with them only in English. Since English is the only medium of communication and the child's language is banned from the classroom, he may feel strange. Deaf children will learn ASL from their peers at school. They may not feel strange as long as they use ASL with their peers and may feel strange that they cannot use ASL with administrators and teachers. So it is natural for a deaf child

to think that 1) ASL is inferior to English, 2) that he is inferior to the English-speaking (hearing) children in the community, 3) that his parents (if they are deaf) are inferior to English-speakers in the community and 4) that he may feel inferior to his parents if they are hearing. The writer would also suspect that the prelingually deaf child feels inferior to the postlingually deaf child. Why are so many leaders in the community postlingually deaf? Perhaps they are chosen as the instrument between the deaf world and the hearing world because of their ability to communicate with both groups.

In summary, it seems that there are many parallels between the situation of the deaf child and the non-English-speaking child in our educational system. Attitudes toward deaf persons and their language are similar to attitudes toward Spanish-speaking children and their language. Like the Spanish-speaking child, the deaf child's language is not used in the classroom or in the culture at large. This has an impact on the deaf child's understanding of himself and deafness and the language of deaf persons. It has an impact on what he is able to achieve both within and without the educational system.

III. Current Developments in Bilingual Education Related to the Education of Deaf Persons

Studies on current developments in bilingual education as well as in the education of the deaf yield many interesting facts. For instance, one study has shown that the best medium for learning for non-English speaking children is their mother tongue, or dominant language, especially in the early stage of school.²⁴ This has not been tested among deaf children—that the best medium for learning for deaf children is their mother tongue or dominant language, ASL. What is happening in the education of the deaf today is that research has shown that the best method of language learning by deaf children is sign language, rather than the oral method, but this is open to many interpretations. The definition of sign language itself is too general. Educators of the deaf interpret the term "sign language" to mean the use of signs in English order, as visual input for language development by deaf children.

There is a widespread fear among the non-English-speaking ethnic groups in the USA that their children will be retarded in learning English if they begin in their home language. Studies give evidence in the opposite direction. Preliminary research indicates that children who learn through two languages, provided one of them is the mother language, tend to learn as well or better than those who learn through only one.²⁵ Among deaf children, the studies do indicate that deaf children of deaf parents perform better academically and are better adjusted mentally and emotionally than deaf children of hearing parents and there is no dif-

ference in lipreading and speech ability between them. 26, 27, 28

Studies maintain that the bilingual child has two terms for one reference; his attention focuses on **ideas** and not words, on **content and form**, on **meaning** rather than symbols; and that this phenomenon is highly important in the intellectual process. Also, bilingual children are found to be more flexible cognitively than their monolingual peers.²⁹ Thus it would seem to be advantageous to the deaf child to treat him as a bilingual, using ASL and English. In this way, we would build on his natural visual ability and develop intellectual and cognitive skills more fully.

The question: "Can a very young child learn two languages?" is addressed in these studies in terms of intellectual progress. Recent research confirms that the human infant is much more capable of learning than had been thought. Psychologist Benjamin Bloom estimates that about 50% of mature intelligence is developed by age four and another 30% by age eight. Linguists agree that by the age of about five and one-half the average child has mastered much of the basic structure of his language as well as sufficient vocabulary to participate fully in the activities of immediate concern to him. Another indication of the child's fantastic learning power is the size of the vocabulary. Mary Katherine Smith, using the Seashore-Eckerson Recognition vocabulary test, found that "for grade one, the average number of basic words recognized was 16,900, with a range from 5,500 to 48,000."³⁰

There is already evidence that the same is true for deaf children of deaf parents. Strange as it seems, there are relatively few studies on the language development of deaf children of deaf parents from the age of 18 months to five years. Now Dr. Don Moores and Dr. Ursula Bellugi are conducting a long-term study of the language development of deaf children of deaf parents. The writer heard Dr. Bellugi's lecture in which she stated that there is no difference in vocabulary size between deaf children of deaf parents and hearing children of hearing parents. She has compared the vocabulary of signs of deaf children and of words by hearing children.

According to Dr. Wilder Penfield, the distinguished former director of the Montreal Neurological Institute, a child exposed to two or three languages during the ideal period for language learning pronounces each with the accent of his

22. Theodoré Andersson and Mildred Boyer, *Bilingual Schooling in the United States*, (2 vols.) Washington, D.C.: Government Printing Office, 1970, pp. 43-44.

23. H. Schlesinger et al., *op. cit.*, pp. 135-136.

24. T. Andersson et al., *op. cit.*, pp. 44-45.

25. *Ibid.*, p. 45.

26. K. Meadow, "The Effect of Early Manual Communication and Family Climate on the Deaf Child's Development," (unpublished doctorate dissertation, U. of California at Berkeley, 1966)

27. M. Vernon and S. Koh, "Effects of Manual Communication on Deaf Children's Educational Achievement, Linguistic Competence, Oral Skills and Psychological Development," *American Annals of the Deaf*, Vol. 115 (1970), pp. 527-536.

28. E. Stuckless and J. Birch, "The Influence of Early Manual Communication on the Linguistic Development of Deaf Children," *American Annals of the Deaf*, Vol. 111 (1960) pp. 452-460 and 499-504.

29. M. Bernbaum, *op. cit.*, pp. 15-16.

30. T. Andersson et al., *op. cit.*, pp. 46-47.

teacher. If he hears one language at home, another at school and a third perhaps from a governess in a nursery, he need not be aware that there are three different languages. He is aware of the fact that to get what he wants from the governess he must speak one way and with the teacher he must speak another way. He has not reasoned it out at all.³¹

Dr. Penfield's work can give us insights about deaf children. They can be seen as divided into three groups. One group is the deaf children who use ASL with their deaf parents, and their peers, and oral or signed English to teachers to get what they want. The second group is deaf children whose hearing parents know only signed or manual English. These children may have two languages without knowing it, since they sign to their parents and teachers in English (or use oral English), and use ASL to peers. The third group is deaf children of hearing parents who know nothing about ASL. These children communicate with their parents through home signs and gestures that both parties can understand and use signed or manual English to the teachers. They use "home signs" with their peers, and/or ASL as that becomes available to them through association with deaf children of deaf parents.

The controversy today concerns not whether a second language should be introduced in preschool, but rather whether a child for the sake of emotional security should first be approached in his dominant language. Only after he has adapted to the classroom situation should second language instruction begin.³² There is evidence to suggest that the superiority of deaf children with deaf parents lies in their exposure to a language system at an early age and that English would be best learned as a second language.

These studies show that learning two languages during the first five years will not interfere with the performance of children in the school. Also, they support that the children with bilingual schooling can speak one language to the teacher and the other language at home. Many bilingual programs aim to have the home language in the classroom by having two teachers, each native in one language (English and the home language), so that the children have models in the classroom for both languages.

Ironically, these studies on language development of the deaf children with deaf parents have led many schools and classes for deaf children to the use of "total communication," but ASL is still not used in the schools. The use of total communication does not necessarily mean bilingual education of the deaf. The term is defined by Dr. David Denton, the director of the Maryland School for the Deaf, who is believed to be the first person who developed the concept of total communication:

Total communication includes the

full spectrum of language modes: child devised gestures, formal sign language, speech, speechreading, fingerspelling, reading and writing. Every child must have the opportunity to develop any remnant of residual hearing for the enhancement of speechreading skills through the use of individual and/or high fidelity group amplification.³³

The writer believes what Dr. Denton means by "formal sign language" is that signs are used to communicate with deaf children in English order only. This would be either signed English or manual English. As another writer points out, Dr. Denton's definition heavily emphasizes oral and English skills:

If a child with little residual hearing is forced to use headphones constantly and to speak whenever he uses sign language and to communicate simultaneously at all times, he is still learning the superiority of speech and English. He sees that people can use English without signing and talk without signing and this seems to be superior to what he must do with amplification and signs. On the other hand, why is it not permissible and superior to sign without speaking and to do without amplification? Total communication may still reinforce the same attitudes inculcated by oralism.³⁴

Total communication is incomplete without ASL, but ASL is excluded at schools for the deaf. For over 150 years, ASL has been used among deaf people in North America, but it has never had a place in the education of the deaf (except possibly prior to 1864). This has been true for several reasons. Many educators of the deaf think it is not possible to use ASL in the classroom because it is not English, or because it is inferior to English or is "watered-down" English or not clear in concepts. The other reason is that hearing people have a difficult time reading a conversation between two deaf people or learning ASL. But the way the deaf people talk to each other is never taught as a language. (ASL is now beginning to be taught as a language, through the work of Lou Fant and others). There are many sign language programs and classes throughout the USA, but teachers of sign language are teaching hearing people on their own terms, which means they are teaching visual English. We **must** educate (both hearing and deaf) about ASL and change their attitudes toward ASL.

The writer wants to raise a question for the hearing parents of deaf children: Are hearing parents willing to learn ASL as their second language so that there will be a natural flow of communication between deaf children and hearing parents? This is related strongly to interaction with deaf adults. Parents need the exposure to the deaf community to under-

stand their deaf children better. If they are learning ASL they will be able to understand and communicate with deaf adults. Also, they will be able to understand the communication among deaf peers, themselves. Everything depends on their attitudes toward deaf children and on the teachers' attitudes toward ASL.

Language is only one of the important parts of the characteristic behavior of people bound together in one culture. According to research in bilingual schooling, culture plays a very important role in schools and is a necessity for the children's development of identity. This is true of the deaf community. Neglect of the language of deaf persons is accompanied by a neglect of their history and culture. There is no course of study on the history of culture of deaf people in schools for the deaf, except at the American School for the Deaf in Connecticut, where an optional course is offered. Schools for the deaf could do much for deaf children in building a positive self-image. Acceptance of language and culture will result in the preservation and creation of deaf poetry, deaf theatre, deaf art forms. Where are our professional deaf photographers, filmmakers, TV and film editors and artists. Fostering the language and visual skills will foster new and unique forms of art and creativity for deaf persons.

Out of numerous bilingual programs and projects being experimented with across the country, the following principles have emerged for working with young children who will be educated to be true bilinguals. We parallel these with our suggested principles for the education of deaf persons:

1. Teachers should understand the phonemic, grammatical, and semantic differences between the child's native language and the English language.
1. Teachers of the deaf should understand the grammatical and semantic differences between the American Sign Language and the English language.
2. The child should always be encouraged to feel that his own language is valued and appreciated.
2. The deaf child should always be encouraged to feel that American Sign Language is valued and appreciated.
3. The child must want to learn English.
3. The deaf child must want to learn English.
4. It is less difficult for a child to learn two languages when the languages are consistently presented in two separate contexts. Thus it may be helpful to have a specific classroom time and place for each language.
4. The school should have two teachers—deaf and hearing. The deaf teacher will teach deaf children in ASL and also teach ASL to the deaf children. The hearing teacher will teach children in English and will teach English to the children.

33. David Denton, "A Rationale for Total Communication," *Psycholinguistics and Total Communication: The State of the Art*, op. cit., p. 53.

34. Eileen Paul, "Education as Communication," (unpublished paper, Washington D.C., 1973), p. 7.

31. *Ibid.*, pp. 46-47.

32. M. Bernbaum, op. cit., p. 21.

5. If a concept is presented in English, it is helpful to present it in the child's dominant language earlier in the day.
5. If a concept is presented in English, it is helpful to present it in ASL earlier in the same day.
6. The child will exhibit different degrees of bilingualism depending on what kind of a situation he is in and what role he is playing.
6. Applicable to the deaf child, as we have already explained above.
7. It is recommended that a young child entering school be exposed to his native language until he becomes accustomed to the classroom atmosphere. English can then be introduced.
7. This is applicable to the deaf child and might indicate a need for more deaf persons teaching at preschool and primary levels.
8. More and more psychologists, linguists and educators agree that a second language can and should be introduced at an early age.³⁵
8. Deaf children too would benefit from early use of ASL and introduction of English in the context of ASL.

Based upon these principles, the teachers of the deaf should demonstrate a positive attitude towards the child's culture and the deaf child should not in any way be given the idea that his language or his culture is undesirable. This may indicate a need for teachers of deaf children to associate more with deaf adults so they can truly understand and respect deaf persons, both children and adults.

Conclusion

Parallel to the studies of bilingualism of the non-English-speaking children in the USA, it seems that deaf children of deaf parents are most likely bilingual at a very young age, or have the potential to be bilingual, and that most deaf persons become bilingual eventually. As we consider establishing bilingual schooling for deaf children, there are several questions we would consider seriously:

1. Will ASL be taught as a language?
2. Will hearing parents learn ASL to communicate with deaf children and deaf adults?
3. Will training programs for teaching deaf persons allow deaf students in preschool and primary levels?
4. Will deaf teachers and administrators be encouraged at all levels?
5. Will the school establish sign language programs for the people who are involved in the education of the deaf and require competence in ASL as a pre-requisite for this work?
6. Will ASL be taught in the school to the deaf children (as English is now taught to hearing children)?
7. Will deaf culture and history be

35. M. Bernbaum, *op. cit.*, p. 30.

Gallaudet College Theatre Names Best Actor And Actress For 1973-74

Gallaudet College Theatre held its 15th Annual Drama Awards Night, May 4, and selected two junior students as best actor and best actress of the 1973-74 season.

James Matthew Searls and Billie Don Jordan were presented awards for their portrayals of "Rough" and "Mrs. Manningham" in the Gallaudet spring production of "Angel Street" by Patrick Hamilton.

Searls is a sociology major and winner of last year's best supporting actor award. He is a former class officer and homecoming business manager at Gallaudet. A graduate of the Virginia School for the Deaf, he is the son of Mr. and Mrs. George R. Searls of Hampton, Va.

Ms. Jordan is a drama major with several previous awards to her credit. She was recipient of the American College Theatre Festival Excellence Award last year for her work in "Antigone." In addition, she was given a special dramatic award for her outstanding backstage work last year. She is the daughter of John and Mamie Jordan of Little Rock, Ark., and is a graduate of the Arkansas School for the Deaf.

Other awards presented during the annual event:

BEST SUPPORTING ACTOR—Joe Castronovo, for his performance as Mr. Manningham in "Angel Street." Castronovo is a senior majoring in social philosophy. He has appeared in three major productions at Gallaudet and is active in student affairs serving as director of Student Welfare in the Student Body Government. He is a graduate of the Wisconsin School for the Deaf and is the son of Mrs. Alice Castronovo of Chicago, Ill.

BEST SUPPORTING ACTRESS—Linda Hatrak, for her performance as Nancy, housekeeper for Mr. Manningham in "Angel Street." Linda is a senior majoring in English. She is a member of Phi Kappa Zeta. A graduate of the Indiana School for the Deaf, she is the daughter of Eugene and Beatrice Hatrak of LaPorte, Ind.

taught in the schools to the children and the parents?

8. What role will systems of signed or visual English play in relation to ASL in a bilingual system?

9. Will deaf people themselves accept and understand the fact that they have a language?

These questions must be faced by educators of deaf persons, if truly bilingual programs for deaf children are to be developed. The studies done to date indicate that deaf children make tremendous progress when forms of visual language are introduced. It is our conviction that this would be so much more the case if the education of deaf children were built on acceptance and use of ASL; in other words, if the deaf child were treated as a true bilingual through his education.

MOST PROMISING ACTOR—Robert Gates, for his supporting role in Macbeth. He is a senior with a sociology major and is a graduate of the Ohio Lutheran School for the Deaf. A member of the Gallaudet Christian Fellowship Club and head manager for the college ice hockey team, Gates is the son of William and Marion Gates of South Euclid, Oh.

MOST PROMISING ACTRESS—Catherine Lennon, for her portrayal of Lady Macbeth. She is a physical education major in her sophomore year. A graduate of the Pennsylvania School for the Deaf, she is the daughter of Frederick and Catherine Lennon of Lansdale, Pa.

MOST VERSATILE PERFORMER—Terry Kohut, a senior drama major and graduate of St. John's School for the Deaf in Milwaukee, Wis. Terry appeared as Macbeth in the spring production at Gallaudet. He is the son of Mrs. Barbara Kohut of Elmhurst, Ill.

Other students receiving awards:

Anna Zuccaro, '74, Senior Service Award
Norman T. Ingram, '76, Best Technical Assistant Award.

Heather McCollm, '74, Best Crew Member Award.

Gigi Doran, '77, Hughes Memorial Theatre Award for outstanding contributions; Gallaudet Theatre.

A special Outstanding Contributors Award was also given to Dr. Edward C. Merrill, Jr., president of Gallaudet, and his wife.

Letter to the Editor

Dear Editor:

Thank you so very much for the March copy of THE DEAF AMERICAN which you sent me.

We are trying very hard to put an "Usher's Syndrome Symposium" together here in Houston next year. We need all the information we can get. This article is one of the best we've seen.

Sincerely,

Kay Harston, Program Supervisor
Harris County Wide Day School for the Deaf
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Humor

AMONG THE DEAF

Did Daniel Chester French have a deaf brother?

I have a nice letter from Miss Carolyn Jones, librarian of Edward Miner Gallaudet Memorial Library, on that point:

"In THE DEAF AMERICAN you write that Daniel Chester French . . . had a deaf brother. As far as I can check in biographies of Mr. French (one written by his wife) nothing is said about a deaf brother. Apparently, he made Lincoln's hands signing as a result of his having become familiar with the manual alphabet through working on the Gallaudet statue.

"I phoned Mr. Tom Mercer of the National Park Service. Mr. Mercer was very nice and cooperative and said that, for my librarian's curiosity, he would try to verify their information with title, author, page number, etc. He could not do so and we agreed that it looks as if Mr. French's deaf brother (or sometimes his deaf son) never existed. The National Park Service is changing their information given out about the Lincoln Memorial."

Thank you, Miss Jones, for resolving the matter, and the Hogel girls for bringing it up. The National Park Service will correct their tour guides' spiel about Mr. French's having a deaf member in his family.

Bob Halligan, Ozone, N. Y., came across this item in Scouting of October 1961 vintage:

QUIET RIOT: Out of the night crept the raiding Scouts. Stealthily they surrounded our tent. The raid was on—they began yelling and screaming, trying to awaken our sleeping Scouts. They **did** succeed in rousing our Scoutmaster, who looked outside, smiled, then went back to sleep. No one else stirred. The puzzled "raiders" left scratching their heads. The Scoutmaster's smile remained as he thought of the "raiders" trying to awaken our boys. You see every boy in our troop is deaf—Gary Nix, Asst. Scoutmaster, Troop 114, Illinois School for the Deaf.

Letter from Kenneth Murphy, Anaheim, Calif.:

WE ALL SHARE THIS PROBLEM

Recently in the hospital, I learned that when one presses the button to call a nurse, a voice over the intercom asks, "What do you want?" Unable to hear this, I failed to answer and was immediately switched off as being an accidental press of wrong button.

Next day I reported my problem to the desk and told them that I was a little smarter. And the next time I came to the hospital, I would bring a small record player. Then, when I would press the nurse-call button, I would also start playing something like, "Yankee Doodle Dandy." Without doubt, someone would be hurrying to find out what the hell was going on.—Sincerely, Ken.

This from Mrs. Shirley Glassman, Philadelphia, Pa.:

In the Philadelphia area we have CONDUCT, a volunteer answering service for both hearing and deaf callers.

I called Conduct to ask to relay a message to my (hearing) husband at his office. I then gave the message and his phone number. The conversation continued like this—

Conduct volunteer: Do I contact your husband by TTY or phone?

Me: If he had a TTY, I would not need your help.

Contact: Oops—Sorry.

Seen on a car bumper sticker: "The majority is not silent. The government is deaf."—Contributed by Carol E. Sponable, Denver, Colo.

E. Conley Akin, Knoxville, Tenn., sent this one:

HUGH ALLEN SAYS

Fable: Somewhere in Knoxville there is a man who is so deaf that he can't hear money talk.

Also:

Money talks in most places, but down at the bank they seem to want us to use the sign language.

Credit to someone who sent in a cartoon showing Nixon and Haldeman meeting in secret. There is boxed space for each to speak. The space is blank. Caption underneath read: Erasure? No! They used sign language.

Some two-three years ago, Abie van Buren gave almost all of her one-day column to hearing aids and Nanette Fabray. One paragraph ran thus: One of life's tragedies is being unable to hear. But sadder still are those who can hear, but will not listen.

Picked up in a local paper:

OH OH!

Houston (UPI)—Heavy drinking, sexual intercourse or a combination of the two can cause deafness, a Stanford University ear specialist said.

Dr. F. Blair Simmons said the activities can cause a rapid buildup of pressure in the inner ear which results in deafness.

"In a large number of cases, it clears up as suddenly as it came without seeking any treatment," Simmons said.

"Bending over, sneezing or scuba diving can also cause a sudden buildup pressure and loss of hearing," he said.

This from Ann Landers' column in the local papers:

Dear Ann: . . . Please inform your readers that the term "deaf and dumb" implies that deaf people are stupid. This is an affront to a segment of our society that is handicapped.

The correct terminology is "deaf mute." Thank you kindly.—A Kentucky Friend.

Dear Friend: I appreciate your letter and so will many thousand deaf mutes and their families. Thank you for writing.

Another piece from Ann Landers' column in the papers:

Dear Ann: . . . What I am writing about is snakes. We learned in school last week that snakes are deaf. If this is true why do those Indian snake charmers play the clarinet to put the snakes in a good mood? Will you please answer this question for me? Thank you.—Arthur S. in Boston.

Dear Arthur: Snakes are deaf and they can't hear the music. But the weaving motion of the musician (he plays a flute, not a clarinet) pleases the snakes and they are "charmed" by the graceful gestures.

Friend: Do you hear me?

Imogene: Yes, a little. With my eyes.

This came from "Bob" who said he had it from N. L. Times two years ago:

St. Martin's, Md. (AP)—Mr. and Mrs. Pierce A. Beam recently celebrated their 76th wedding anniversary.

The 160-year-old Mr. Beam was asked how he and his wife Della, 92, get along.

"We don't fuss much any more," Mr. Beam replied. "We can't hear each other."

The material to follow in this department is from the collection of Harry Belsky, Jackson Heights, N.Y.

A CLEVER RUSE

The cunning displayed in the practice of rogery attempts to foil justice and escape punishment. Cheselden, a court surgeon, once told Lady Suffolk, who suffered from deafness, that he had hopes of being able to cure deafness by an operation on the drums of the ear, and offered to try the experiment on a condemned convict, then in Newgate who was deaf. If the man could be pardoned, he said he would try it, and if he succeeded, would practice the same cure on her ladyship. Lady Suffolk

obtained the man's pardon, but no more was heard of the experiment. The convict was a cousin of Cheselden and he had concocted the story of his discovery to save the man's life. His experiment was more successful in the diplomatic than in a physical sense.—One Thousand and One Anecdotes, by Miles.

At dinner one night Dean Ingle sat next to a very talkative young man, who did not know the dean by sight. The youngster began to criticize recent ecclesiastical appointments. "They've sent," he said, "a lame bishop to W----- and a deaf dean to St. Paul's," "and it only needs a dumb layman to complete the business," said the dean.—Sunbeams.

People who wear hearing aids are sometimes subjected to a gag which makes them believe that their instrument has gone haywire, or that they have been stricken stone deaf. This operation is said to have originated a few years ago in the dugout of the N.Y. Yankees with Casey Stengel as chief conspirator. A visiting sportswriter, wearing a hearing aid, was seen approaching the dugout just before game time. He sat down and began a conversation with Mr. Stengel who ceased making audible sounds, though his mouth continued in operation as if he were talking. The sportswriter began fussing with his battery, while Stengel continued his silent talking, with some of his players joining in the sport. The sportswriter had a new battery and found it tuned properly and he was getting panicky when someone sneezed and brought an end to the joke.

"What did you think of the pantomime, Smithers?"

"It may do for deaf-mutes, but for me, it's just a bit too quiet."—Harper's Bazaar (1891)

POLITICS NO SIN

Over in the "old country" an Irishman informed his confessor that he had killed two policemen. He waited a moment, as no comment was made, he repeated the information in a louder tone. Still there was no remark on the part of the priest so he raised his voice a little higher and asked, "Are ye deaf, Father?" "I am not," came the answer. "I'm waiting for you to stop talking politics and start confessing your sins."—Sparks of Laughter.

RUSH ORDER

Down at the Hotel Pennsylvania one afternoon not long ago the amplifying system in the main banquet hall was found to be badly out of order, and since a convention was scheduled for the next day, the chief electrician and his helpers worked all night putting things to rights. It was only a few hours before the convention was to start that they went home wearily to bed, leaving the mike in shape. They didn't get mad till they woke up, and learned what the convention was—the National Association of the Deaf.—The New Yorker, the DMJ (1934).

The signal to Hoy, deaf player in the big leagues, is the right hand held up for the strikes, and the left hand for balls.—Sporting Life. DMJ (1895).

HEREDITARY?

Ritter—Do children of deaf parents take to walking on the railroad track?

Macduff—You will have to see Prof. Bell about that. He is an expert on hereditary railroad track walking.—DMJ (1893).

Dix—The couple in the flat next to us are deaf but they quarrel all the same.

Hicks—How can you tell when they are quarreling?

Dix—We hear the flat-irons strike.—N.Y. Times, DMJ (1893).

Mr. Brown—Those two deaf-mutes in front of me are waving their hands and arms so I can't see the stage at all.

Mr. Black—The gentleman behind you also complains that the feathers in your hat obstruct the view.—DMJ (1893).

MISCARRIED JUSTICE

Justice (to the officer who had brought in a deaf prisoner)—What is the charge? Officer—I told 'im to move on, an' he would move nary a step.

Justice (to prisoner)—What have you to say to the charge? (no answer).

Justice—Ten dollars or ten days.—DMJ (1893).

EXHAUSTED HIS WIND

First Pullman porter: You look down in de mouf, brudder Jones. What is de matter?

Second Pullman porter: I has cause to be, sah. My car on the last trip was crowded and I hurt meself shoutin'!—DMJ (1893).

NOT THAT SORT OF BOY

"No, sir, the picture is not good and I shall not take it."

"But, my dear sir, all your friends who have seen the portrait say it is a speaking likeness of your boy."

"That is just the reason why it is not good. The boy, sir, is deaf and dumb."—DMJ. (1893).

There is an excellent story of a philanthropic lady who was greatly interested in the deaf. She herself could converse with them in their hand language, and she enjoyed visiting with them at their school. One Washington's Birthday she encouraged a little deaf girl to relate the story of George Washington and the cherry tree. When the child reached the place where George's father demands to know who cut down the tree, she said, "George dropped the hatchet on the ground, and answered, 'I cannot tell a lie. I did it with my little hatchet.'" "But why did George drop his hatchet?" the lady inquired. The little girl looked up at her in complete surprise.

"How could George answer his father if his hands were not free to talk?"—Escape to Laughter, Wm. D. Orcutt.

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From A Parent's Point Of View

Mary Jane Rhodes, Conductor

Good Vibrations From Massachusetts

As I write this column, I have just returned from three weeks in Massachusetts, where I have been doing consultant work for Bell & Howell Communications Co. This company manufactures a new communicative technique for use by families of children who are deaf, schools for the deaf and deaf adults called Silent Paging. Silent Paging involves the use of a unique type of radio paging device or "pager"—a small electronic instrument which is worn by the deaf person. Whenever you wish to contact the deaf person, the pager emits a signal, indicating to the deaf child or adult that he should return home, call his office or perhaps meet someone at a predetermined place. It is similar to the paging devices worn by thousands of doctors and other professional people, with one important exception. Rather than producing an audible tone signal, this Bell & Howell pager alerts its wearer with a series of silent, pulsed vibrations.

Bell & Howell hired me to consult with them regarding ways that the pager could be introduced to the deaf community, as well as to provide suggestions on how the pager might help break through the barriers of isolation experienced by deaf persons when they are cut off from the different types of communication available to hearing people. My reason for going to the Boston area was to investigate Bell & Howell's pager vibrations, but I soon discovered that there were other kinds of vibrations worth investigating in Massachusetts.

I arrived in Boston on the same day that Rock Gospel for the Deaf was performing in Framingham. My first "vibratory experience" in Massachusetts was furnished by the "Sons of Thunder" Jesus Rock Group and Dan Pokorny, Rudy Gawlik, Pam Minger and Dennis Cokley, the performers who make music visible. The Rock Gospel concert that night was the best possible energizer I could have had to propel me into action in Massachusetts. At the concert I was pleased to meet many old friends, including Al Sonnenstrahl who is the new coordinator for Services to the Hearing Impaired in Massachusetts; Jack Levesque, whom I had known at Gallaudet and the National Association of the Deaf office and who is now a VR counselor for the deaf in Massachusetts; Cliff Lawrence, director of the Deafness Resources Institute in Andover; Dick Thompson who is doing a beautiful job as president of the MASS COSD; and TRIPODERS Beverly Anzivino, Lois Willet, Warren Schwab and others.

The good vibrations that I felt at the Rock Gospel for the Deaf concert were revived as I attended a meeting of the Massachusetts Parents Association for the Deaf and Hard of Hearing in Framingham.

The Parents Association meets in the Deaf Community Center and after the good vibrations at the meeting, Father John Fitzpatrick showed me around. He is very proud of the TTY repair facility located in the basement of the Center, and explained that all of the work of renovating the basement and installing equipment to service the needs of TTY users in the Boston area was being done by deaf people. Father Fitzpatrick is a doer and a comparatively new participant in deaf community activities—and one who is producing a lot of good vibrations of his own.

I traveled to Rehoboth and Fall River to attend two different meetings sponsored by the Southeast (Mass.) Conference for the Deaf, a TRIPOD-type organization. One featured speakers on educational and vocational needs of deaf persons. The other was a leadership development type of meeting featuring Al Pimentel from the Gallaudet Public Service Office as

speaker. It was well worth spending two-night driving through Southern Massachusetts to participate in Southeast Conference for the Deaf activities.

During my stay in Massachusetts, I also attended the 1974 Conference on Engineering Devices in Rehabilitation, a two-day meeting focusing on new equipment which could provide services and information to help persons with many different handicaps. Tom Freebairn, who is one of the sparkplugs in urging television programming for deaf audiences, participated in the conference by speaking about some research done at the New York University Deafness Research & Training Center.

Unfortunately, there was so much going on in Massachusetts that I had to miss a regional meeting to generate TRIPOD-type activity in the northern section of the state. I had also wanted to visit WGBH-TV in Boston where the ABC nightly news is captioned for presentation on Public Broadcasting Stations in other areas of the country. But, before coming back to the Washington area, I did get to attend the MASS COSD Annual Forum. Dr. Richard Thompson has done an outstanding job of leading this organization which represents 35 different agencies and



Mrs. Virginia Hewes of Saco, Maine, believes that one of the greatest needs of the deaf community is public education about deafness. Virginia caught the TRIPOD spirit when she was a participant in the National TRIPOD Workshop held in Memphis in April 1971. The mother of a recent graduate of the Maine School for the Deaf, she is a staunch supporter of total communication. Ginny special ordered her TRIPOD license plate (a service that is available in many states). Above the license is a sticker advising "TOTAL COMMUNICATION THE RIGHT OF EVERY DEAF CHILD." When people ask her about total communication or TRIPOD, she has a chance to explain the needs of deaf Americans.

organizations serving deaf persons in Massachusetts. The Forum was attended by an impressive number of people, including some from neighboring Connecticut, New Hampshire and Maine. One of my most ardent supporters, Virginia Hewes, drove down from Maine to attend the Forum and visit with me. Ginny is doing a fantastic job of promoting "understanding deafness" in her state and Beverly Anzivino is also focusing on public education about deafness in talks to Lions Clubs, Quota Clubs and other groups in Massachusetts who will stand still long enough for her to start doing her thing. Bob Sanderson, Coordinator of Services for the Adult Deaf in Utah (it is Dr. Sanderson now—congratulations Bob), and Bob Lauritsen, Project Coordinator of the Technical Vocational Program for Deaf Students at the St. Paul Technical Vocational Institute, were the speakers at the MASS COSD Forum, which had a theme of "Career Opportunities for Deaf Youth and Adults."

In addition to these activities, Massachusetts is also vibrating with support for a Commission for the Deaf, and plans to implement Chapter 766 which involves implementation of a new law calling for education of handicapped children which

will become effective this fall. Like many other states, Massachusetts is concerned that inadequate educational programs for deaf children may become a reality as local school districts begin implementing laws that provide for education of all handicapped children. But this is one state that is trying to alert parents to their rights, responsibilities and obligation to fight for adequate programs for their deaf child, an effort spearheaded by Dick Thompson and others. Speaking of adequate programs brings to mind the Framingham Learning Center for Deaf Children. I haven't yet been able to spend time at the Learning Center, but from all the reports I got from parents in Massachusetts this seems to be a program which could well be the model for education of deaf children in Massachusetts as well as in other states. One of the parents with a child at the Learning Center is Lucille Vose, a mother who is making her vibrations felt throughout the state. Lucille has nothing but praise for the Learning Center and what it has done for her son, and because she has a talent for sharing her feelings about her deaf son and his world, I would like you to read an article she recently wrote.

What An 11-Year-Old Deaf Child Would Like To Say To His Family If He Could Speak Clearly Enough

What an 11-year-old deaf child would like to say to his family if he could speak clearly enough:

Do you remember the days, the months, and the years you tried to teach me to say ball, airplane and boat . . . but no one else understood me.

Do you remember the difficulties I had in trying to lipread Grampa with no teeth; and how Gramma spoke so fast. I know they love me as I am, the looks on their faces tell me so.

Oh yes, remember the day I saw Mom crying and, Dad, you were so angry. It was as if the strength you showed me was slipping away. Was I to blame? Or were you blaming yourselves for my inability to lipread and speak the way you had hoped . . . and now we are forced to find a new school.

Just remember, Mom and Dad, my greatest need is to communicate.

Gee, Mom, it sure took you a long time to learn fingerspelling and oh your signs were so stiff. How many times I had to correct you even when you were angry. For me it was easy . . . remember I've waited nine years.

Be patient with me when I ask you why is Doug crying? Where are we going? Or why is Neal laughing?

Just think, when I wanted to play baseball, a meeting had to be held among all the coaches because they had never had a deaf child play ball. Yes, they opened the door for me and those boys like me who need to belong and to be accepted: More than most people realize. The boys were certainly surprised that I'm not so dumb after all. Bobby Orr was my favorite, too.

Never will I forget my teacher who came all the way down to my church just to interpret for me so that I too could understand one of the most important events in my life. My installation as the first

deaf altar boy in the parish's history. Even the people in church were recognizing many of my teacher's signs.

What about football? When I was the only boy still turning around in my helmet, or still doing push ups after everyone had stopped, but the boys, the coaches and Dad showed me how to play the game. How to win and how to lose. Next year I'll be too old for the team and I won't weigh enough for the next league. but at least they gave me my chance.

Isn't it great to communicate? I'm so proud that even my three-year-old brother can communicate with me now. You know, Mom and Dad, our family is like any other family and there is **no one left out** anymore.

If anyone would like to talk to me please show them how. I need to communicate and know what is going on around me. I've tried, oh how I've tried, but I can't hear, and I can not always lipread or speak too well. But I have so many things to say and so much to learn.

There are many deaf adults like me on this earth. Can you help them too? As you have helped me. They need your help . . . they have waited long enough. Listen to them for they are people just like me, all grown up.

Each night when I kiss you good night and tell you I love you in the only way I know how . . . your hands, your lips and your face tell me you love me too.

. . . I know this boy well . . . he is our son . . . and we have lived these experiences together.

One solemn promise we made to him was that never again would any law, school or person deny us of our right to communicate in a language that we can all understand and be proud of.

It was very difficult for us to accept the fact that no matter how much we tried to audiolgize him his loss still re-

mained a hearing loss. The decision to remain in the ostrich syndrome that was created for us so long ago or to face reality was our alone. We chose to accept our child as a whole being and respond to his needs to communicate.

We feel that when our child reaches adulthood he will not look back and say "if only my parents had known" as so many deaf adults say today.

We will be forever grateful to Mr. Warren Schwab of the Learning Center for Deaf Children in Framingham, Mass., who helped us accept our son, and by teaching us the tools of communicating with the majority of the deaf, gave us the opportunity to ask questions and obtain answers from them directly.

Lucille L. Vose
21 Clarence St.
Attleboro, Mass.

* * *

I am really pleased that the Bell & Howell Communications Co. type of vibrations gave me an opportunity to tune in to the other great vibrations which are also taking place in Massachusetts. If people around the country want to know more about the Bell & Howell type of vibration they can write to me in care of Bell & Howell Communications. Co., 186 Third Avenue, Waltham, Mass. 02154. If they would like to know more about the other good vibrations in this New England state, they can write to any of the people I have mentioned in this column because I know they would all love to pass some good vibrations on to other states that want to get action started.



NEW ROCHESTER SUPERINTENDENT—Leonard G. Zwick, who has served as teacher, audiologist, guidance counselor and principal since joining Rochester School for the Deaf (RSD) in 1957, has been named superintendent of the 98-year-old school, effective July 1, announced the RSD Board of Directors. Zwick replaces Dr. Ralph L. Hoag, who will direct elementary and secondary programs for the deaf and blind in the state of Arizona beginning July 1.

Zwick also has been principal since 1966 and has been responsible for the total educational programs and support services such as psychologist, audiologist and guidance counseling. A native of Buffalo, N.Y., he earned a B.S. degree from the State University College at Buffalo and an M.Ed. degree from the University of Buffalo. The Navy veteran added an M.A. degree from California State University at Northridge, in administration and supervision. Prior to joining RSD he taught at St. Mary's School for the Deaf in Buffalo, and in public schools in the Buffalo area.



interprenews

Contributed Monthly by the Registry of Interpreters for the Deaf

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Chapter Activities

The **Central Pennsylvania** chapter of RID conducted a legal workshop on Saturday, May 4, 1974. About 50 people attended the workshop held at York College which featured a "mock trial."

Three attorneys acted as "judge," "prosecutor" and "defense attorney" while members of CPRID were the "defendant," "victim" and interpreters for the court and for the defendant.

A discussion period followed the mock trial. The guest attorneys explained the intricacies of the court process, including jury selection, case opening, direct and cross examinations, objections, closing arguments, charge to the jury, reaching a verdict, appealing and sentencing.

At its annual meeting April 27, the **Potomac RID** was fortunate to have as guest speaker, Charles Freeman, the American interpreter of Chinese who accompanied President Nixon on his historic trip to China.

Mr. Freeman's role as interpreter was quite different from the interpreter's role as we know it. His interpreting was consecutive interpreting rather than simultaneous. The speaker pauses after two or three sentences and then allows the interpreter to interpret what was said. Often the interpreter has to take notes, particularly when the speaker talks for an extended length of time.

Because of his advisory position in the State Department, Mr. Freeman was expected to step out of the interpreter role. If he felt the President had made an error, he would break in to point out the possibility of error.

A Look at RID Chapters

I thought it might be interesting to take a look at RID chapters and what's happening at the local level. The following information is taken from the twenty-two (22) Chapter Profiles received in the office as of May 15.

Chapter Size

The range in chapter size is from 16 to 185 members, with an average size of 68 members. The average percentage of hearing impaired members in each chapter is 28%; range is 8% to 59%.

Chapter Dues

Local chapter dues are from \$1.00 to \$7.50, with an average of \$3.00.

Evaluation Program

Eighty percent (80%) of the chapters responding have an evaluation team. The number of certified interpreters in each chapter ranges from one (1) to 30. The average is 11.

Meetings

Frequency of meeting varies considerably. Seven (7) chapters meet either monthly or bimonthly; four (4) chapters meet two or three times a year; five (5) chapters meet quarterly; five (5) meet annually; and one (1) meets biannually. Most chapters that meet annually for an official business meeting conduct one or more workshops during the year.

Workshops

Seventy-seven percent (77%) of the chapters responding conduct workshops, either once a year (5 chapters), twice a year (4), four to six times a year (2) or occasionally (5). The most popular topics for workshops are legal interpreting (8 chapters) and reverse interpreting (8). Workshops on interpreting in medical and religious settings, on interpreter professionalism and on evaluation preparation have been conducted by three chapters each.

Selected Workshop Titles

Introduction to Signing Exact English
ASL Workshop
Professional Attitudes and Reverse Interpreting in Various Settings
Artistic Interpreting (Bernard Bragg as guest)
Legal Seminar
What is the RID? (Paul Culton as guest)
Mock Trial
Black Signs
Platform Interpreting
Medical Services and the Deaf
Ameslan (Virginia Hughes as guest)
Compilation of a Dictionary, Concept of Deaf Dialogue, Narcotics Problem Now Existent Among Young Deaf (Martin Sternberg as guest)
Interpreting in Court
What to Expect from Evaluation Procedures
Interpreting at Community Services In-

volving Family Counseling, Police Interrogation and Psychiatry

Interpreter of the Future (Carl Kirchner as guest)

Various Aspects of Interpreting (Ralph Neesam as guest)

Workshop in Sign Language Usage

Interpreter Laws

Fifteen (15) of the states (chapters) responding have interpreter laws. (Thirty states in the U. S. have interpreter laws.) Much of the credit for passage of interpreter laws and for five now pending must go to our RID chapters.

Newsletter

Eleven (11) chapters publish newsletters. Frequency of publication ranges from "as needed" to quarterly.

Local Directory

Directories of local members are distributed by 13 chapters. Several chapters are in the process of updating old directories.

Other Publications

Two of the responding chapters have published information presented at workshops: "Interpreting in Community Service Situations" (Washington State) and "Legal Seminar Publication" (Florida, available through RID national office).

Planned for 1974

RID chapters have planned a wide range of activities for 1974. If your chapter is looking for an interesting project or workshop theme, perhaps this partial listing of 1974 activities will give you some ideas.

Monthly interpreter training session
Correspondence course in legal terminology and medical terminology
Police relations project
Meeting with legal and law enforcement personnel
Establish TTY emergency answering service
Broaden state interpreter law
Establish more legal chapters for more frequent meetings and training
Course in defensive driving
Sign language as part of public school curriculum
Legal workshop

NATIONAL ASSOCIATION of the DEAF

Don G. Pettingill, President

George Propp, Secretary-Treasurer

Frederick C. Schreiber, Executive Secy.

NAD Region II Conference Summary

Everything you've always wanted to know about the National Association of the Deaf . . . but didn't have the opportunity to ask!

The Region II Conference in Indianapolis on November 30 - December 2, 1973, provided the opportunity and the whole NAD was on hand to answer the many questions.

Participants consisting of state officers and Seattle Representatives from Region II left no stones unturned before the three-day affair was over. States represented were Nebraska, Missouri, Minnesota, Iowa, Wisconsin, Illinois, Indiana, Kentucky, Ohio and Michigan. Hundreds of questions about the NAD growth, changes, policies, procedures, methods of operations and its relationship to the state associations were showered upon President Don Pettingill, President-Elect Jess Smith, Executive Secretary Fred Schreiber, Ways and Means Chairman Dr. Sam Block, Chairman of NAD Regional Committees Donald Irwin, former Ways and Means Chairman Al Pimentel and DEAF AMERICAN State News Editor Norman Brown.

Sponsored by the Indiana Association of the Deaf, with some financial support and manpower from the Indiana Junior NAD chapter, the conference was the brainchild of Gary Olsen.

General objectives of the conference:

1. To have a conference for the state association officers and Seattle NAD Convention Representatives of member states of Region II.
 2. To discuss ways and means members of Region II can better cooperate towards developing and implementing individual and joint projects, opening to actual and better communication among ourselves.
 3. To enable members to assemble with NAD key people on a smaller scale, providing better chances to get first-hand facts and information.
 4. To develop better understanding of NAD's growth and problems, both old and new policies and procedures—the role the member states can and are to play.
- Also something like . . . "Everything you always wanted to know about NAD."*
- *But were afraid to ask.
5. To learn of the many services, both national and statewide, that are available and HOW we can take advantage of them.
 6. To meet, discuss and plan strategies

for necessary courses of action at the 1974 Seattle NAD Convention.

Gary, a newly-elected Board Member of the NAD from Region II and president of the Indiana Association of the Deaf, has for a long time been one of those rare breeds who stress that the state associations should take care of their own immediate problems and not depend on national groups for such help.

With this in mind and the fact it was high time that they get to know what the NAD was all about, the 56 participants gathered in Indianapolis Friday evening to hear President Pettingill speak on "The NAD Today."

Next NAD President-Elect Smith spoke on the NAD's goals and priorities with "Where Are We to Go from Here?" He stressed that we can "move" only if we have the necessary specific input if we're to produce any constructive output! This was followed with a question and answer period as were all other speeches throughout the conference.

The Indiana Association of the Deaf has always stressed "involvement" so the whole conference was planned around that idea. The question and answer periods after each speaker were not the old routine idea such as where one person raises and asks a question and all the others listening to the expert answering—instead each person in the two groups came up with as many questions as possible and then six of the best were chosen by each group to be fired at the speaker. That way all attending the conference were involved and as the conference progressed into the second day everyone became more engrossed in the whole thing.

At different times a third group was formed to include the observers who were non-participants. A great many "never-thought-of" questions were posed. Above all the people felt involved and part of the conference.

Saturday morning's session consisted of "NAD Shop Talk" with Executive Secretary Schreiber. He explained many of the processes and problems of operating an association such as ours. He enlightened us on many things especially why the NAD "does this and does not do this." Next was "NAD Regional Committees" with Donald Irwin. This is a new concept in the NAD and in due time is hoped to be-

Contributions To The NAD Library

Mrs. Edith A. Kleberg, librarian of the National Association of the Deaf, wishes to acknowledge recent contributions:

From Mrs. Minnie Bache, Charlottesville, Va.: Five back issues of THE DEAF AMERICAN.

From anonymous donor in the Iowa

Vocational Rehabilitation Department: 1) a photograph of the 1920 NAD Convention held in Detroit, Mich., and 2) a copy of **English Phrases and Idioms**, edited and illustrated by J. L. Smith and published by the Minnesota School for the Deaf, Faribault, in 1916.

come a permanent part of the NAD structure. The basic regional committee plan was explained in detail. (For specifics refer to President Pettingill's article in the June 1973 issue of THE DEAF AMERICAN.)

Before recessing for lunch DEAF AMERICAN State News Editor Norman Brown spoke on "DEAF AMERICAN State News Program." He pointed out that there were four regional editors who send news items to him for publication.

In keeping with the "involvement" idea, lunch was a "pitch-in" by local people and the Indiana Jr. NAD chapter helped behind the counter. This was also "Hoosier hospitality at its best" since it was free to all participants.

"The NAD Dollar," a discussion of the Ways and Means Committee by Chairman Dr. Sam Block and former chairman Al Pimentel, proved to be enlightening as it was explained that 85% of the NAD budget was fixed, leaving only 15% subject to modifications based on new or changed priorities. It was pointed out that with the present trend toward "revenue sharing" instead of direct income from grants the Ways and Means Committee will have a difficult time preparing an acceptable budget for the association.

Mrs. Alice Tinsley, a registered Indiana lobbyist, was the dinner speaker Saturday evening and her "ABC's of Lobbying" emphasized that a vast majority of our laws have been placed on the books by a small minority of people properly directed. She also stressed the need of the deaf to participate in their government and the importance of lobbying.

The objectives of the general assembly meeting Saturday afternoon and Sunday morning were for the Seattle Representatives to come up with a realistic set of recommendations or priorities within the financial capacity of the NAD instead of the standard past practice of submitting numerous bills at the biennial conventions calling for excessive and unnecessary activities.

Many topics were discussed and the following were considered to be proposed at the convention in Seattle:

1. Changing of NAD convention sites be left to the discretion of the NAD Executive Board. (NAD Bylaws already provide for this.) (Brought up for discussion due to the energy crisis.)
2. Office of President-Elect as outlined in the NAD Bylaws be eliminated.
3. NAD Home Office to make known to the Federal Government—that the deaf officially be recognized as a **minority group** and as a **disadvantaged group**.
4. Present NAD quota dues should remain as is.
5. NAD Home Office to develop a manual for procedures regarding bills for presentation to the NAD Conventions (from beginning to end).
6. Candidates seeking office in the NAD must make their intentions known as of January 1 of the NAD convention year.
7. A study be made regarding the time of sending information (reports, etc., for NAD

conventions) to NAD Representatives before the NAD conventions. (Deadline to be set.)

8. NAD Regional Cooperating State Members to exchange information and keep each other informed within their respective regions.

9. Send to NAD Law Committee—requesting changes in NAD Bylaws relating to methods and/or procedures in filling vacancies on the NAD Executive Board. (For example, if a vacancy exists in a certain region, that region will suggest individuals to fill the vacancy.)

10. Public Relations—NAD Home office and State Cooperating Members together put more emphasis on public relations.

11. Election of NAD Board Members shall be determined according to their respective regions. For example, the two Board Members residing in Region II shall be elected by the State Cooperating Members of Region II, not by Region I, III or IV.

12. Send request to NAD Secretary-Treasurer and NAD Home Office—to study feasibility of changing roll call procedure during NAD conventions.

13. Request NAD Law Committee to consider changing laws in the NAD Bylaws permitting the NAD Executive Board to borrow money against the assets, the amount to be determined by the NAD Executive Board.

14. Asking NAD Executive Board to adhere more closely to the NAD Bylaws.

15. Have all matters and/or items brought before the conference and outlined in this report put into bill or resolution form.

16. NAD Home Office to make a study of blanket tax-exemption program for all state associations.

17. NAD Home Office to develop model state association bylaws. (Suggested that for time being we use the NAD State Handbook for a guide until the NAD develops a comprehensive manual.)

18. Size of representation on NAD Executive Board and rearrangement of states into more divisions discussed for the purpose of more representation on the NAD Executive Board. (The consensus was to support more representation on the Board.)

The conference came to a close with President Pettingill on "Let's Go!" He stressed more people involvement in the scheme of things. It ended with his favorite stanza:

"Drop a pebble in the water
Just a splash and it is gone
But half a hundred ripples circle
on and on
Floating out to sea
Not knowing where the end is going
to be."

The Region II Conference made a new page for the people in the annals of the NAD. It also simply purports a great faith in the potential of the people towards building a stronger NAD for one and all.

It counts the most what people do for the NAD, not the other way around!

Let's follow this ripple for the years to come.

Call For Papers For The VIIth World Congress Of The World Federation Of The Deaf

The World Federation of the Deaf invites papers for presentation at its VIIth World Congress to be held in Washington, D. C., July 31 through August 8, 1975. Manuscripts should be concerned primarily with the theme of the Congress, "Full Citizenship for All Deaf People." More specifically, papers should focus on one of the themes of the nine commissions and their various topics and sub-topics as shown in the enclosed outline. Manuscripts are due October 15, 1974.

The following guidelines should be followed by those submitting papers:

1. Compose papers in English and French.

2. Include the original and one copy of each paper on regular 8½ by 11 inch type-writer paper.

3. Leave a margin of 1½ inches on each side.

4. Manuscripts should be typed and double spaced throughout.

5. Name, position title and place of employment of the author should appear with the title on the first page of the manuscript.

6. References should be typed double spaced on a separate sheet of paper at the end of the manuscript. They should be arranged and numbered in alphabetical order by the author's last name. These numbers, in parentheses, should follow matter in the text where citation is desired. Please keep references to a minimum of closely pertinent papers.

7. Submit manuscripts to Mr. Willis J. Mann, Principal Investigator, VIIth World Congress of the World Federation of the Deaf, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910, USA. Please mail in a flat

envelope to facilitate reproduction of the manuscript.

Congress Theme:

"FULL CITIZENSHIP FOR ALL
DEAF PEOPLE"

Commission topics and sub-topics:
Papers should be addressed to any one of the following topics or sub-topics:

Commission on Art and Culture

Topics:

1. Deaf People in the Theatre Arts
2. Deaf People as Artists, Painters and Sculptors
3. Deaf People in Music and Dance
4. Poetry of Deaf People
5. Films on Art and Culture

Persons or organizations wishing to display paintings, sculptures or other artistic works or to show films on Art and Culture are requested to contact Dr. L. Deno Reed, Chairman; Commission on Art and Culture; VIIth World Congress of the World Federation of the Deaf; c/o 814 Thayer Avenue; Silver Spring, Maryland 20910, USA.

Commission on Communications

Topics:

1. International Sign Language (Including American Sign Language)
2. Interpreting
3. Telephonic Communication Assistance Devices
4. Television Programs for the Deaf

Commission on Medicine and Audiology

Topics:

1. The Hidden Potential of Deaf People as Professionals and Technicians in the Medical Field
2. The Hidden Potential of Deaf People as Professionals and Technicians in the Audiological Field

Contributions To Building Fund (Halex House)

Nancy Bingham	\$ 60.00
Mr. and Mrs. Robert Butterworth (In memory of Raymond Praetz)	10.00
Thomas Gradnauer	10.00
Margaret Porreca (In memory of Sophia Russo)	28.70
Bernard Teitelbaum	15.00

Increased Payments

J. Raymond Baker	\$ 50.00
Mr. and Mrs. Joseph B. Burnett	150.00
Marjorie Clere	145.00
Mr. and Mrs. Thomas Cuscaden	484.10

National Association of the Deaf New Members

Mr. and Mrs. Yerker Andersson	D. C.
Sharon K. Boehm	Indiana
Marylyn St. Clair	Maryland
Mr. and Mrs. W. E. Clemons, Sr.	Maryland
Mr. and Mrs. Alfred Frank Deuel	Alabama
Philip H. Forehead	Nebraska
Carla Gordon	Arizona
Mrs. Dianne Houghtaling	Texas
Karen Lynne Hoyt	Tennessee
Irene Kaczmarik	Pennsylvania
Joe C. Kennedy	Texas
Onita Colleen Lynch	D. C.
Janet L. Mitchell	Washington
Catherine Molitoris	New Jersey
Ruth E. Nelson	Oregon
Sang Joo Park	Korea
Norma R. Perrin	Maine
James Porter	Michigan
Edward A. Pryor, Sr.	Illinois
Robert C. Riale	Delaware
Christopher F. Robinson	D. C.
Mrs. Bonnie J. Rogers	Texas
Mr. and Mrs. Edward Smith	Florida
Elizabeth Steffey	Virginia
Mr. and Mrs. Glenn C. Walters	California
Gloria White	Connecticut
Harry A. Whiting, Jr.	Wisconsin
Jane Norman Wilk	California
Samuel L. Yates	D. C.

3. Deaf People and the Right to Adequate Medical Care and Treatment

4. A Comprehensive Medical and Audio-logical Approach to Deafness through Prevention, Diagnosis, Treatment and Rehabilitation and Research

Commission on Pedagogy

Topics:

1. Pedagogical (Educational) Rights and Responsibilities
2. Pedagogical (Educational) Programming
3. The School and the Society
4. Education of Deaf Adults

Sub-topics:

- A. The Right of Deaf People to Equal Educational Opportunities
 - The Right of Access to Education at All Levels
 - Participation of Deaf People in Shaping Educational Policies
 - The Roles of Professional Organizations and Publication in Improving Education
 - The Rights of Teachers as Professionals and as Citizens
 - The Rights and Responsibilities of Deaf Professionals
 - The Rights and Responsibilities of Parents

- B. Curriculum Trends and Innovations
 - Evaluating the Curriculum
 - Teaching Methods
 - Early Education with Family Support
 - Educational Technology
 - The Open-School Concept
 - Non-Traditional Learning
 - Remedial Instruction
 - Individualized Instruction

Vocational-Technical Programs
Integrated Programs
Programs for Personal Development
Career Education

C. Curricula and Industrial Needs
Teaching Citizenship
Curricula and Human Values
The Community Education Concept
Student Participation in Society
Education Theatre
Support for Educational Programs
for the Deaf
Parent Involvement

D. Continuing or Adult Education
The Open University Concept
Practical/Remedial Programs
Vocational-Technical Programs
Cultural Enrichment Programs
Hobby-Craft Classes
Sociologically Oriented Classes
Recreation and Physical Education
Public Acceptance of Educated Deaf
Adults

Additional Topics of General Interest:

Education in Developing Countries
Linguistics and Language Development
Total Communication
Speech, Speechreading and Auditory
Training
Public Information and Orientation
Preparation of Professional Workers
With the Deaf
Visual Communications Systems

Commission on Psychology

Topics:

1. Attitudes Toward Deafness
2. Psychology and Structure of Leadership in Deafness by Deaf Persons
3. Deafness and Mental Illness: The Rights of Deaf Mental Patients
4. Psychology of Language and Communication as It Relates to Deafness.

Robinson, Jones, Schowe Receive 1974 Laurent Clerc Awards

Three men noted for their meritorious contributions to the deaf community were named recipients of the 1974 Laurent Clerc Cultural Fund Awards presented annually by the Gallaudet College Alumni Association. During the college's Charter Day banquet April 6, the awards were presented to Dr. Luther D. Robinson, Dr. Ray L. Jones, and Dr. Ben M. Schowe, Sr., in recognition of their outstanding achievement on behalf of deaf people.

Dr. Luther D. Robinson received the Edward Miner Gallaudet Award, given each year to an international hearing or deaf leader working to promote the well-being of the deaf of the world.

Dr. Robinson pioneered in the establishment of a model mental health program for deaf persons at St. Elizabeths Hospital in Washington, D. C. Since 1972 he has served as superintendent of that hospital. He is a member of the Department of Psychiatry of the Howard University School of Medicine and since 1968 has been a lecturer in the Department of Psychology at Gallaudet College. In 1970, he was awarded an honorary Doctor of Science degree from Gallaudet for his interest in

Commission on Social Aspects of Deafness

Topics:

1. The Preschool Years
2. The School Years
3. The Adult Years
4. The Senescent Years

Commission on Spiritual Care

Topics:

1. Ecumenical International Cooperation
2. Religious Organizations of and for the Deaf
3. Ministry and the Deaf
4. Goals and Objectives of the Pastoral Care Commission

Commission on Technical Assistance to the Deaf in Developing Countries

Topics: Papers should focus on Pedagogy, Social Aspects of Deafness or Vocational Rehabilitation of Deaf People in developing countries. Sessions of the Commission will meet jointly with the Commissions on Pedagogy, Social Aspects of Deafness and Vocational Rehabilitation.

Free papers relating to the Commission on Technical Assistance to the Deaf in Developing Countries be welcome.

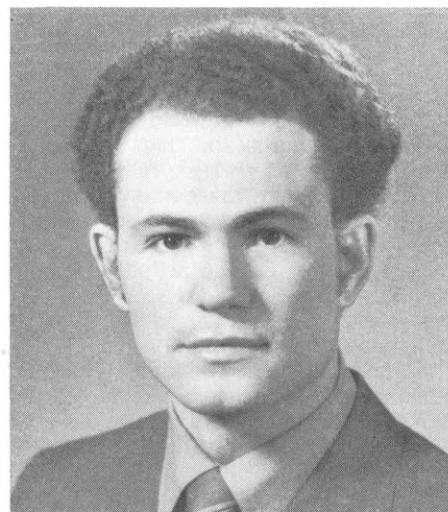
Commission on Vocational Rehabilitation

Topics:

1. Vocational Rehabilitation as a Fundamental for Development of Deaf Individuals
 2. Manpower Needs in Vocational Rehabilitation
 3. Optimal Vocational Rehabilitation Services for Deaf People
 4. Proper Job Placement of Deaf People
- Up to four sessions on free papers dealing with Vocational Rehabilitation may be offered. Subjects of papers will be left to the author.

and work with the deaf. His numerous contributions to medical psychiatric and mental health literature include the first major published account of group psychotherapy with deaf patients which was hailed as an innovation in psychiatric therapy.

Dr. Ray L. Jones was presented with the Alice Cogswell Award, given to a person for valuable service in behalf of deaf citizens. He is Director, Center on Deafness, California State University, Northridge and has served the deaf world through his several books including **Establishing Adult Education Classes for the Deaf**. His efforts in the field of deafness have also led him to produce several demonstration and instructional films, notably "Living and Learning Language" prepared for the U. S. Office of Education. Affiliated with the California Association of Teachers of the Deaf and the Conference of Executives of American Schools for the Deaf, Dr. Jones is the recipient of various honors for his success in directing leadership training programs for the deaf. He is a firm believer in the concept that "where there's a will, there's a way," has opened up new areas of employment of the deaf, has never regarded deafness as a



NEW INDIANAPOLIS AIDE—Tom Fatticci has been named the new social worker for the Community Service Agency for the Deaf, Indianapolis, Ind. CSAD, a division of the Indianapolis Speech and Hearing Center and a United Way Agency, serves the deaf population, including their families, associates and employers, covering the Greater Indianapolis area in a "problem solving" way. Fatticci, a son of deaf parents, did his undergraduate work at Bemidji College in Bemidji, Minn., where he majored in social work and psychology. He also did graduate work at the University of Utah's Graduate School of Social Work. Fatticci will be responsible for provision of family, marriage and interpersonal counseling and will complement the multi services of the CSAD.

barrier to becoming a successful member of society and has championed the cause of the deaf everywhere.

Dr. Ben W. Schowe, Sr., was honored with the Laurent Clerc Award for outstanding contributions by a deaf person in the interests of deaf people. Dr. Schowe was, for 40 years, a labor economist for the Firestone Tire and Rubber Company. A 1918 graduate of Gallaudet, Schowe began with Firestone in the personnel department and later went into research work in labor economics. Author of **The Deaf in Industry and The Place of the Deaf in the Community**, he was given an honorary Doctor of Humane Letters degree by Gallaudet College in recognition of his outstanding achievement as industrial consultant and for his leadership in problems related to the deaf. He was appointed to the President's Committee on Employment for the Physically Handicapped. He served the Gallaudet College Alumni Association as its president from 1945-50.

The Laurent Clerc Cultural Fund is one of three separate funds created by the Gallaudet College Alumni Association Centennial Fund begun in 1967. It is named in honor of Laurent Clerc, a young deaf Frenchman who left his homeland in 1816 with Thomas H. Gallaudet to become a teacher of the deaf in America.

Norbert L. Pilliod

Norbert L. Pilliod, 80, of Scranton, Ohio, passed away on January 17, 1974, at his residence. Long active in organizations of the deaf at various levels, he was a Sustaining Member of the National Association of the Deaf.

He is survived by his wife, Ann, two sons, two daughters, 17 grandchildren, five great-grandchildren and a sister.

Gallaudet College Graduates 204 At 110th Commencement

Two hundred four graduate and undergraduate students from across the United States and around the world received degrees May 20 during the 110th commencement of Gallaudet College. The exercises were held beneath the dome of the National Shrine of the Immaculate Conception for the second year in a row. Because Gallaudet College activities require visual communication, the National Shrine was selected since its domed architectural style permits unobstructed vision.

In keeping with tradition, President Richard M. Nixon, patron of the college, signed all the degrees, a custom adhered to by every President of the United States since Abraham Lincoln signed legislation establishing Gallaudet as a liberal arts college for the hearing impaired.

Another tradition upheld was the presentation of degrees to students, whenever possible, by their congressmen, and in the case of this year's 18 foreign students, by their ambassadors or embassy officials. Dr. Edward C. Merrill, Jr., president of Gallaudet College, presented degrees to those students whose congressmen or embassy representatives could not be present.

Congressman Albert H. Quie, ranking Republican Member of the House Education and Labor Committee and acknowledged leading spokesman on education, delivered the commencement address. He said, in part, "A deep concern of American people is whether we can live together on this globe as we have done for years. What does the future have in store? One only has to think of history to see that man has always had problems.

"Our system is working despite the fact that some people close to the President have been indicted . . . We have made it through a winter fuel crisis . . . One can take hope in the fact that the system is working. Today, it is a matter of right for every individual to be educated. There is a place for you in our society to help the system work, to face the future years with that hope, that the system is working.

"More education is not the total answer. The nation's greatest educational centers have produced graduates who are causing and have caused problems in our nation. The answer comes from the ability of people to live in grace with their fellowmen. The most difficult task, as spoken by Jesus Christ, is 'in loving your enemies. This love is the bond that enables people to live in grace with each other.'

He concluded: "In his life, Tolstoy gained fortune and national recognition but was not satisfied . . . He found faith, faith in God as the satisfaction in life. Tolstoy said 'Faith is the purpose of life.' That faith enables us to love human beings who are different from ourselves. God gave us worth to realize our potential through love . . . I leave these words with you as Jesus said them, 'I am the way, the truth and the light.'"

Congressman Quie was also the recipient of one of the honorary degrees conferred by Gallaudet College during the commencement ceremonies. He has awarded a Doctor of Laws degree in recognition of his outstanding contributions to the development of career education and post-secondary vocational education.

Other recipient of honorary degrees:

- Craig Mills, Director, Division of Vocational Rehabilitation, Florida Department of Health and Rehabilitative Services—Doctor of Laws in recognition of his service and dedication to vocational rehabilitative counseling of deaf people.

- Mervin D. Garretson, Principal of the Model Secondary School for the Deaf, Gallaudet College—Doctor of Laws in recognition of his distinguished work as an educator of the deaf.

- Robert H. Weitbrecht, Vice President-in-Charge of Research and Development Applied Communications Corporation of Belmont, Calif.—Doctor of Science in recognition of service to the deaf community through his extensive research as an electronic scientist.

Music for the commencement was provided by Joseph Michaud, Musical Director, and Robert Grogan, Associate Organist, National Shrine. A special chorus comprised of Gallaudet students and directed by Lottie L. Riekehof, Gallaudet dean of women, interpreted the songs into sign language.

Congressmen in attendance and awarding diplomas:

California: George E. Brown, D-38th District; Bob Wilson, R-40th District.

Illinois: John B. Anderson, R-16th District.

Indiana: Earl F. Landgrebe, R-2nd District; David Worth Dennis, R-10th District.

Maryland: Lawrence J. Hogan, R-5th District.

Minnesota: Albert H. Quie, R-1st District; Ancher Nelsen, R-2nd District.

New Jersey: John E. Hunt, R-1st District; Joseph G. Minish, D-11th District.

Rhode Island: Robert O. Tiernan, D-2nd District.

South Dakota: Frank E. Denholm, D-1st District.

Texas: Homer Thornberry, Federal Judge and ex-congressman.

Guam: Antonio Borja Wan Pat, D.

Eleven students from Canada received their degrees from Canadian Ambassador, Marcel Cadieux. Other embassy representatives presenting degrees were:

Belgium: Education and Cultural Affairs Counselor, Mr. Taverniers.

Ghana: Education Attache, Mr. Tetteh.

Indonesia: Education and Cultural Attache, Mr. Kortomo.

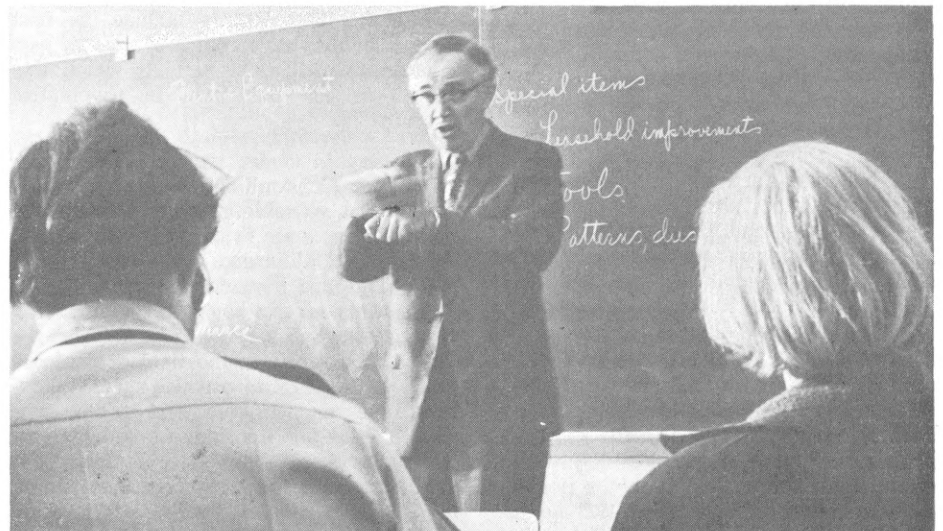
Uganda: Charge d'affaires, Mr. Moubuga.

Australia: First Secretary for Information, Mr. Hurst.

Hong Kong: Great Britain, First Consul General, Mr. Scullard.

Of the 157 seniors graduating, 111 received bachelor of arts and 47 received bachelor of science degrees. Forty-two students were awarded master of arts and five, master of science degrees. Of particular interest was the awarding of 14 master of arts degrees in counseling of the deaf; this was the first graduating class in a new program leading to a master of arts degree in counseling.

Preceding the Monday morning commencement, a breakfast attended by faculty, parents and graduates was held in the Gallaudet Student Union Building. On Sunday afternoon, May 19, the faculty held a reception for graduating students and their families.



GALLAUDET PROFESSOR TO LECTURE AT CSUN—Alan B. Crammatte, associate professor of business administration at Gallaudet College, will spend a semester at California State University at Northridge this fall as a visiting lecturer in the school of business. He will teach two classes, to both hearing and deaf students, as part of a special program initiated by Dr. Ray L. Jones, director of the Center on Deafness and founder of the Leadership Training Program in the Area of the Deaf. This is the first time a deaf person has been selected to teach undergraduates, both hearing and deaf, as part of this program.

A member of the faculty at Gallaudet since 1956, Crammatte earned both his B. A. and M. A. degrees from Gallaudet. He also holds an M.S. degree in business administration from American University. A native of Aberdeen, Wash., Crammatte taught in schools for the deaf in New York and Louisiana and was also employed by the Bureau of the Census and the Office of Statistical Control, Headquarters USAF, before joining the Gallaudet faculty.

Irvin Lee Brody of Fair Lawn, N. J., is the impetus behind the largest Phone-TTY network in the nation, and a man with a vision. To learn more about his dream and the development of NY-NJ PTTY FOR THE DEAF, I interviewed Lee for THE DEAF AMERICAN. He resides at 15-06 Radburn Road in Fair Lawn with

his wife Aileen and their two hearing children; Robert, a senior at Fairleigh Dickinson University and Linda, a student in California. Aileen, as vice president of the Mental Health Association of the Deaf, often visits deaf patients in hospitals and engages in other community activities.

From eight to five Lee Brody is self-employed in real estate management. Then, from seven until one or two in the morning, he devotes himself to PTTY work. I was curious to discover the key to his tireless motivation, so I began by asking him how everything started.



Irvin Lee Brody, developer of the NY-NJ PTTY for the Deaf

BOWE: Mr. Brody, how did you initially become interested in teletypewriters for deaf people?

BRODY: Because of a certain horrifying experience, several years ago I was suddenly . . . helpless . . . without hope and completely isolated. I'll explain. I was on a hunting trip without a companion one Saturday morning, hiking through the woods. I slipped on some wet rocks and fell on my back, paralyzing me from the waist down. From nine a.m. until four in the afternoon, I was unable to move. I did a lot of thinking. My family did not know where I was that day. How stupid of me! I fired my gun to attract attention to me and no one came. For hours I asked myself, "Has my time come?" I prayed as hard as I could, and made many promises if I should survive this ordeal. Then at about four p.m., I was getting some sensations and feelings in my legs. I was able to crawl. Then after a while I was able to stumble along for some four miles to my parked car. I drove home and went to a hospital where subsequently I had an operation for double herniated disc. All the discs in my spine from my waist down were removed and my spine was permanently fused.

I was recovering from this operation when I heard about a young deaf man who suffered a heart attack at two a.m. His deaf wife could not get help for two whole hours. This happened in New York City where people ignored her pleas. When a police car did come by, it was too late. He was dead.

I envisioned the horror of being without communication for help and wondered how my wife who is deaf could get help if I should have a heart attack at two a.m.

When the late Richard Myers showed me the Western Union teleprinter he brought home and a new method of telecommunications, the "wheels" began to turn.

BOWE: Did many deaf people in New York City have TTY's at that time?

BRODY: Very few! In fact, in the spring of 1969 there were only 10 PTTY stations in the area. Most people I talked to were very reluctant to spend much money for what might be a short-lived undertaking if others didn't follow their example.

BOWE: How did you go about attacking the many problems in setting up a PTTY network that would grow?

BRODY: During the spring of 1969, I gathered, repaired and distributed some 20 donated teleprinters to our immediate friends and persuaded them to purchase the acoustic coupler. Our friends found this TTY very useful. We formed a service organization, the NY-NJ PTTY FOR THE DEAF. Under this banner, we began an extensive campaign to locate companies that would donate printers to us. We got our first batch of machines through Teletypewriters for the Deaf, Inc., from the State of Washington. A grant paid for the shipping expenses from Washington. We began the idea of buying teleprinters in any condition since we could not get enough donated TTY's, so that we would have a supply at all times.

Many deaf people reacted negatively to our promotion campaign. We did many demonstrations at schools and clubrooms around the state. So we spent a lot of time persuading deaf people to get a PTTY even if we had to offer it below our costs.

BOWE: It must have been discouraging, did you get much help?

BRODY: Many of my friends and the Telephone Pioneers of America were tremendously helpful in giving much of their time.

BOWE: Who are the Pioneers?

BRODY: The Pioneers is a service club of Bell Telephone employees who have been employed by Bell Telephone for more than 21 years. Each chapter undertakes several community service projects such as working with children of minority groups and supplying devices for the handicapped. They helped us create a training school in Newark, N.J., in the fall of 1969. We had a class of 22 deaf friends who learned to repair teletypewriters and upon "graduation" after 14 weeks, were appointed members of our service organization. Our organization has no formal meetings, officers or dues. We plan our programs by mutual consent.

BOWE: What do these people do?

BRODY: Well, at first each member took home teletypewriters to work on. Many did not have room or the facilities to do a thorough job. Then we tried working together in groups and found our output was very slow and of poor quality. We decided on giving the work to professional TTY technicians, who were paid nominally for their services. The result is that our local network consists of high quality "commercial grade" teleprinters that are serviced free for life in our shops. The customer pays only for parts to be replaced. So our committee delivers and installs the entire PTTY station and also doorbell signalers and if necessary wire up the entire home for doorbell and phone signals. On this basis, we are growing fast with happy and satisfied "customers." Our committee can do minor repairs and give fast service.

BOWE: What about the acoustic couplers—modems, I think they're called?

BRODY: Yes, acoustic modem is the correct word for it. I had offered to duplicate our acoustic modem in large quantities and sell them at cost. The firm that developed the first acoustic coupler for the deaf refused to give us a license. So I hired several commercial modem makers to design a prototype that would be compatible with the existing PTTY network. In November of 1969, we selected a N. J. company which could make modems available for \$129.95 at a time when the other modem was priced for \$239.95.

BOWE: Looks like you were growing fast.

BRODY: This new competitor actually helped our entire net-

work to grow by leaps and bounds as we became more concerned about lower prices and better performance. We have been actively encouraging new devices to be made for our network by anyone, and we hope to see standards and guidelines established by a knowledgeable and impartial organization or agency. I believe that there is room for new ideas and new companies, to build our PHONE-TTY life-line so that our goals are reached in a few years. Oh, as of May 1974, we have about 600 stations in this area.

BOWE: Later, I will ask you about some innovations you have made, but first, could you tell me about your childhood and your education?

BRODY: I was born in Newark, N. J., and contracted a serious case of bronchitis that left me hard of hearing at the age of six months. I attended Central Institute for the Deaf in St. Louis, Mo., for 10 years. When I came home, I enrolled in Weequahic High School in Newark. This was during the war and I was active in Golden Gloves boxing and served in the Civil Air Patrol Cadets as an instructor of military leadership and radio-Morse code. My hobbies were photography and manufacturing all kinds of explosives and smoke-bombs.

Upon graduation from Weequahic, I entered Rutgers University as a premedical student, hoping to become a doctor and engage in research on deafness and its causes. While I finished premed in three years, I was not able to get into medical school. I continued with graduate work in psychology at Washington University and New York University.

BOWE: So what did you do then?

BRODY: Well, I tried my hand at a number of things. I was a hearing aid salesman, real estate salesman, tool and die maker, manager of a large discount store, hardware store clerk, dry cleaning, and finally a real estate operator. But, the real challenges that I was seeking still eluded me.

BOWE: You've found that challenge in TTY's. Could you describe a typical work day in your life?

BRODY: My office is at home. During the day, I service my properties as part of my investment program. I work full time as a plumber, electrician, mason, bookkeeper, rent collector. I spend a lot of time remodeling apartments and offices and looking for buildings with new challenges. My evenings are spent studying and rebuilding teleprinters and soliciting equipment and helpers for our programs. It's a pretty tight schedule.

BOWE: Okay, let's get back to TTY's. Could you tell us something about your news service?

BRODY: Sure. I admired the deaf messenger in Boston and Washington, D. C., which sent out community news to the



"Here's how it works!"

callers. The first one I built was similar to theirs in Boston and Washington. I hired three TTY technicians who together built for us an unusual machine that will send out six taped messages upon selection. Each tape has a different message. This machine consists of a M28 KSR with stunt box, six M28 TDs, one M28 ROTR and a TTY time clock that announces the time in GMT.

BOWE: GMT?

BRODY: Greenwich Mean Time. It is announced during the taped message being transmitted.

So, sometimes we put TTY pictures for children to color in the news machine. Recently, we installed another news machine in NYC to transmit the identical news tape as in New Jersey.

BOWE: What about emergency situations?

BRODY: Well, we have installed a PTTY station in New York City Police Department and in Trenton at the N. J. State Police headquarters. So that in the event of an emergency, a PTTY call will produce help in a matter of minutes. Already, our installation in the police department has saved several peoples' lives. Of course, we have a free around-the-clock answering service for relaying messages to people who do not have a PTTY. I hope nobody will ever have the horrifying experience I had.

BOWE: What are some of your recent innovations?

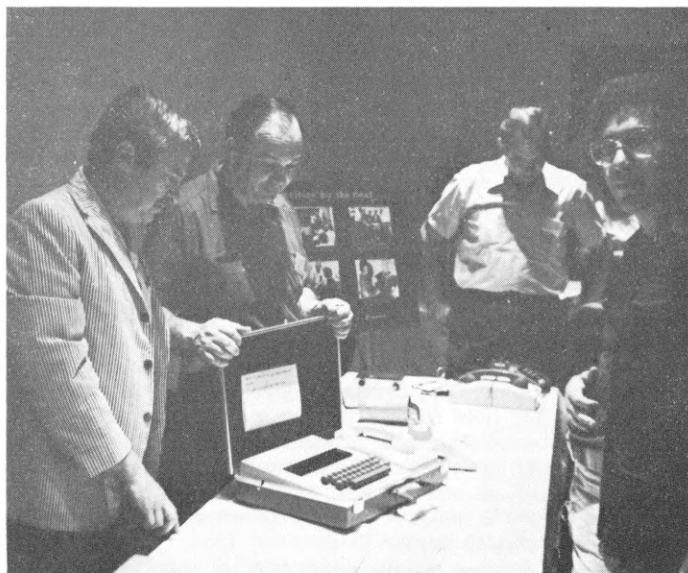
BRODY: Two years ago we promoted development of the ESSCO SCAN-A-TYPE. It is a portable teleprinter with a video screen whose message streams across like the electric signs on the NY TIMES building. After field testing several samples, it was withdrawn from the market because it was too expensive for the deaf community.

Recently, we promoted use of our system by the deaf and blind. This is done by attaching to our standard PTTY station, a Braille embossed paper strip printer. This is still being tested and we hope to bring its costs down.

BOWE: OK, could you tell us where do we go from here?

BRODY: I don't have a crystal ball but there are several possibilities. We must prepare for the day when there are so many PTTY stations that our volunteers can no longer keep up with it to keep it in service. I hope that the Bell System will some day find it profitable to back our network with its vast resources and to extend its services to maintain our PTTY lifeline.

I hope that someone will come up with a "portable" page printer with modem all in one, with few mechanical moving parts. There is no doubt that "hard-copy" teleprinters will be needed in every deaf man's home. If someone could come



Lee Brody (left) doing a TTY demonstration with Bernard Gross.



Lee Brody received a citation from New York City admirers for his work in promoting use of TTYS. In the picture at the left he is receiving a citation from the late Richard "Red" Myers. The citation is reproduced at the right.

up with the money for a "crash" development program, I'm sure that a low priced PTTY station could be developed that would eliminate the need for volunteer technicians and "agents." Such a device should be serviced by the factory by mail.

I hope that by close cooperation with the telephone company we will achieve equal status with other telephone subscribers.

PRESENTATION TO Lee Brody

for his unselfish and dedicated service toward opening up the avenue of teletypewriter communications for his deaf fellow men in the greater New York City area.

The New York City Civic Association of the Deaf is proud to honor his accomplishment.

September 27, 1970.

Samuel H. Kram
PRESIDENT

That we will be able to communicate directly with their offices and have free directory assistance, pay for message units in words, and not in minutes and place collect calls.

And finally, that we maintain the spirit of competition and encourage new ideas and new developments.

BOWE: Thank you, Mr. Brody.

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Big Andy Helm Of Washington Heads Plethora Of Outstanding Deaf Prepsters During 1973-74 Campaign

By ART KRUGER, Sports Editor

7530 Hampton Avenue #303—West Hollywood, Calif. 90046

Going high in the air, the big guy flicked away a sure two points by an opposing forward, maintained his balance and came down with the ball.

Well, the 1973-74 deaf prep cage season was the year which saw several outstanding BIG men. Such were Andy Helm (6-7) of Washington, Jamie Hinchcliffe (6-5) of Lexington, Terry Berrigan (6-5) of St. Mary's, Don Davis (6-8) of St. Mary's, Vaughn Buchanan (6-4) of North Carolina, Ricky Bridges (6-4) of Missouri, Mike Holmes (6-5) of Mississippi, Ken Roberts (6-3) of Riverside, Jerome Kerchner (6-9) of Mt. Airy, Michael Johnson (6-4) of Arkansas, Eddie Foster (6-5) of Utah, Ray Nickelson (6-4) of Georgia, Navarro Davidson (6-3) of Wisconsin, Greg Petroski (6-3) of Georgia, Pedro Jennings (6-4) of Maryland and Ernie Goodis (6-3) of New Jersey.

Also there were several 6-2 cagers who were outstanding in rebounding, e.g., Stephen Gasco of Model Secondary School for the Deaf, Danny Sellick of Mill Neck, Ed Klimaszewski of Rhode Island and Eugene Presswood of Iowa.

And several others who did a great job in rebounding for their size: Ed White (5-11) of American, Drexel Lawson (6-0) of North Dakota, Joseph Garth (5-11) of Lexington and Jack Milton (5-9) of South Carolina.

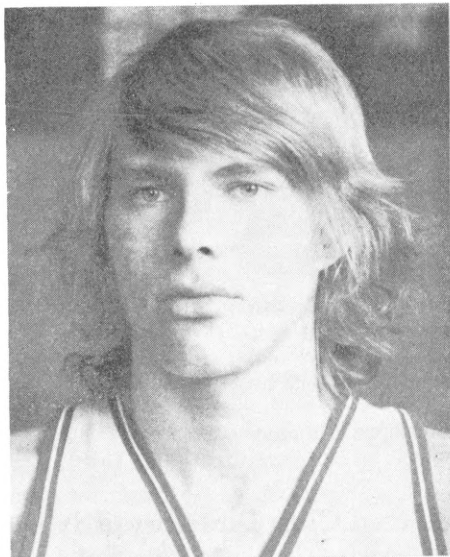
Most outstanding of all BIG guys was Andy Helm. He was tops in rebounding during the 1973-74 campaign with 457 rebounds in 23 games, an average of 19.8 per game. Steve Gasco was next best with an 18.9 per game average; Navarro Davidson and Danny Sellick were third and fourth with 17.9 and 17.3, respectively.

Not only was he a GREAT rebounder, Andy Helm was also a GREAT shooter.

He was the state's leading high school scorer and also tops among deaf prepsters in the country with a 35.1 average (808 points in 23 games), and at 6-7, 210-pounds, is an authentic blue chip basketball prospect for any college or member club of the deaf of the AAAD.

"I definitely think he would be good enough," says Helm's coach, WSD mentor Bob Devereaux, in assessing the Terrier star's college potential. "I played for a big school and he sure could have started for us. And I've seen some of the big schools in Vancouver and Andy could play for them, too. **And he would have been outstanding even with the gifted players that represented the United States in basketball at the recent World Games for the Deaf in Malmo, Sweden.**"

Helm, whose home is in Omak, has been



DEAF PREP PLAYER OF THE YEAR—Andy Helm, a big 6-7, 210 junior center of the Washington State School for the Deaf Terriers, headed a plethora of outstanding deaf prepsters during the 1973-74 campaign.

deaf since birth. And those who watched him play said it is difficult to realize the talented junior has a handicap. Exceptionally agile for someone of his size, Helm hit 66% of his shots from the field and 62% from the charity line, moved well away from the ball, could go to his right or left, stayed out of foul trouble, could dribble downcourt to break a press and played defense like somebody on a crusade.

The big 6-7, 210-pound center gaffed 18 boards and pumped in an amazing 55 points as the WSD Terriers routed Wishkah High School, 81-45, to gain a berth in the Southwest District "B" Tournament. **Helm's 55-point explosion shattered the school individual scoring record of 45 set by Gary Hendrix during the 1960-61 season.** The final scoring tally: Deaf School 26, Wishkah 45, Helm 55.

His record 55 points were tallied in just under one hour and 15 minutes, which would be something to talk about if you did it standing in the driveway tanking baskets through the hoop over your garage.

In the district meet WSD lost two close games by 5 and 9 points and Andy impressed the crowd by getting 41 points in each contest.

Along with his other qualities, including an average of 9 to 10 blocked shots a game, Helm is what cage mentors like to term "coachable." Although naturally gifted, many of Helm's skills were ac-

quired through long hours of practice. As an eighth-grader at WSD, he and a buddy would get together at least 45 minutes per day after school and go one-on-one the length of the court.

"That's crazy," marvels Devereaux now. "I'd never get out there and play full floor. But it has helped Andy, particularly in dribbling."

We have read many newspaper clippings about Andy. As we see it, the fans, sportswriters, coaches and referees always commented on what an excellent basketball player he was. **One thing that amazed them was that Andy helped break opponents' presses.** He would have been even greater if the WSD quintet could have given him more support. They continually had to go to Andy in games because others on the team couldn't take the pressure. Andy held up super even though they put full pressure on him as an individual.

We are quoting what sportswriters and coaches had to say about the big Terrier:

"The pressure was put on Helm at the start of the game, and by the end of the game, three Ducks had committed 12 fouls trying to keep the big man in check."

"We could switch off on our boys covering Helm, but no matter what we did, Helm would get past us. He was 12 of 19 from the field and 10 of 12 from the foul line."

"It has been proven in the past that it is nearly impossible to stop Helm."

"We just stood in awe of Helm."

"All of the favorites emerged triumphant—and Andy Helm continued to be Andy Helm."

"A brilliant 41-point performance by 6-7 pivot Andy Helm, easily the outstanding big man of the tourney, was negated by La Center balance and lack of Terrier help."

"Helm, the big 6-7 Deaf School pivot, was once again the whole show for the club, banging in 41 points on 20 of 34 attempts from the floor."

"It is impossible, however, to contain Helm for the entire game."

"An upset was wrought despite another brilliant effort by Helm. The 6-7 state scoring leader poured 39 points through hoop going 18 of 28 from the floor and grabbed 26 rebounds."

"The latest theory to stop the Deaf School Terriers is to let Andy Helm go, and stop the rest of the team."

"Every spurt the Terriers managed was by Helm, who scored all of the Terrier first quarter points."

Bob Devereaux is very fortunate to have a fine assistant coach in Frank Karben, a real addition to the Terrier coaching staff in many ways. He is a hearing person that can communicate invaluable skills to the players. A talented player as well as coach, Karben eats and sleeps the game as few do. Now we will let Karben tell you about Andy Helm:

"I had the privilege of coaching Willie Forrest at the Illinois School for the Deaf for two years before I moved from my home state to Washington. Willie Forrest was an outstanding basketball player. Helm is equal to, if not better than Willie. Forrest being basically a forward and Helm a center, it's rather difficult to compare both players, since they both have their own basketball styles and are outstanding in different facets of basketball. In my opinion Andy would make, play and star on **any** large school basketball team in Washington or Illinois. He dominates not only the boards, but the entire game. Our opponents realize this and if you look at the picture on the cover of **Sports Illustrated** showing Walton surrounded by four men, you'll see how Helm was defended most of the year."

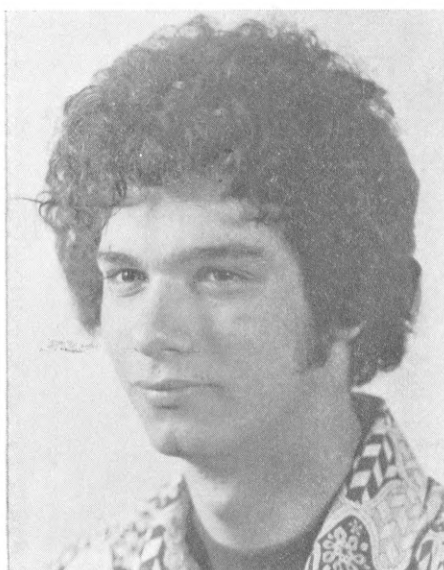
Andy Helm repeated as All-League center, and he is our choice as the 1973-74 Deaf Prep Basketball Player of the Year.

Washington finished the season with a 12-11 record.

New Jersey had another junior who was a great shooter during the 1973-74 campaign, Ernie Goodis of Marie H. Katzenbach School for the Deaf in West Trenton.

This 17-year-old, 6-3, 195-pound cager has been deaf since birth, and he has only known success since he first began playing roundball at age seven in his hometown of Willingboro.

And his coach, John Fedorchak, likes to remember the time he first met Goodis and the impression the latter made. "I remember when he first came to the



HOTTEST SHOOTER IN THE EAST—Ernie Goodis, 17-year-old, 6-3, 195-pound junior of Marie H. Katzenbach School for the Deaf at West Trenton became the 18th deaf prepster to have a 1,500 point career when he tallied 1,583 points in three years of varsity play. And he may become the seventh deaf prep cager to join the select group of 2,000-deaf prep pointers next season when he completes his fourth year of varsity competition at the West Trenton school.

school in the 1970-71 season," says Fedorchak. "He had his sneakers under his arm and he said he wanted to play basketball. He was only 14 at the time and he told me how he led the CYO leagues down in Willingboro. I looked at this skinny kid explaining how good he was and I didn't know what to do. Then all of a sudden he pulled out a scrapbook of clips about his achievements and I couldn't believe it."

Fedorchak admits he doesn't have any trouble believing in Goodis now. In 21 junior varsity games that season Goodis scored 379 points and served notice that he would be a star. He joined the varsity the next season and scored 368 in 23 games. As a sophomore last season, he added 430 points in 18 games, missing the last nine games plus the Eastern deaf prep tournament because of foot infection.

But Goodis came back this year needing just 202 points to reach 1,000 for his career. He made it January 10 when he scored 33 against Jamesburg High. In the Eastern deaf prep cagefest, Goodis established a school single game record of 43 against West Virginia. The previous record had been 40, scored in a 1958 game by John White. **Later Goodis rewrote his own school single game record with 47 points against Jamesburg on February 19.**

"As far as I am concerned Goodis is the best we've ever had," says Fedorchak who took over as head coach from Jim Dey after some 30 years as assistant. "He's consistently good. He has the moves. He's an outside shooter and a garbage man underneath. He's a good foul shooter and a rebounder. The only MKSD player who comes close to Goodis is Bob Yuhus, who graduated in 1959."

Goodis' season statistics speak for them-

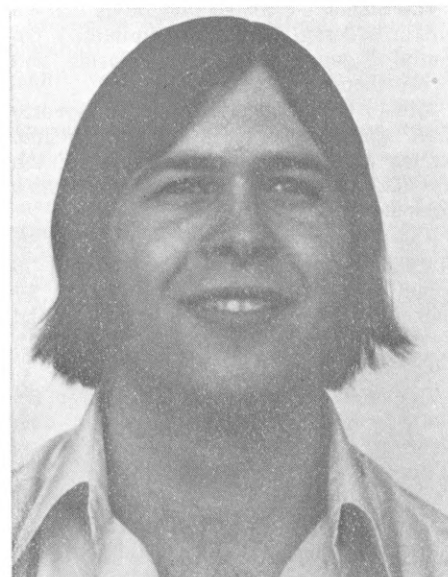
selves. His low game was 20 points. His total season points for 26 games was 763. He took in 322 rebounds. **He became the first three year varsity player to score 1,000 points in the history of the school and is the new Mercer County high school career scoring champion with 1,583 points.** Ernie expressed a great feeling of pride over his basketball heroics, which enabled him to pass the 1,384 point record set by Hightstown High's Ron McKnight last year. **His aim is to break the Delaware Valley area career scoring record of 1,646 points set by Bristol High's Bob Liberator in 1957. With another season to play, barring injury, Goodis looks like a shoo-in. If things go well Ernie should have a 2,000 point career.**

Other shooters who averaged more than 20 points per game this year were Ricky Bridges of Missouri (26.6), Pedro Jennings of Maryland (26.1), Eddie Powell of Boston (25.2), Mike Grammer of Idaho (23.2), John Foronda of Riverside (22.9), Drexel Lawson of North Dakota (22.6), Don Stewart of Tennessee (21.8), Joseph Mazzu of Clarke (21.1), Terry Thomas of Alabama (20.3) and Ed White of American (20.3)

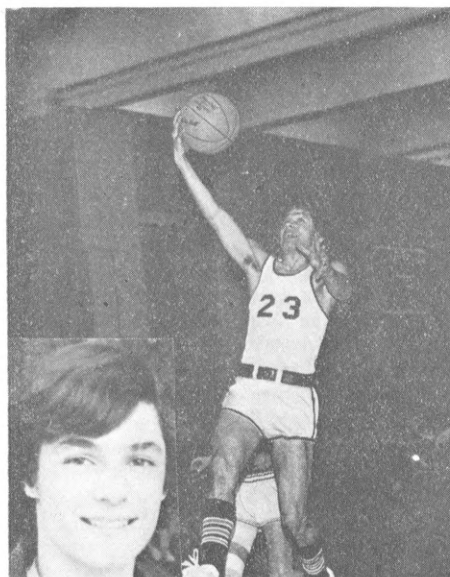
Eastern Division I

Highly touted St. Mary's School for the Deaf continued its dominance of deaf competition with a convincing win over American School for the Deaf in the finals of the 42nd Annual Eastern Schools for the Deaf Athletic Association basketball tournament at the new gym of the Maryland School for the Deaf in Frederick, February 13-14-15, 1974.

St. Mary's now matches New Jersey for most ESDAA championships with 11 each.



BACKBONE OF RHODE ISLAND ROOSTERS FOR FIVE YEARS—Ed Klimaszewski, 6-2, 195 senior forward "is the best rebounder I've ever seen!", according to his coach, Jim Cooney. "Many boys can jump higher, but none is as steady and persistent as Ed. He's the most valuable player by far that has ever worn a RI uniform. If you needed a clutch basket, foul shot or rebound, Ed would get it." He was the main reason why the Rhode Island school has won 105 games and lost only 24 games and captured five major basketball championships—three New England and two Eastern II since 1970. Ed Klimaszewski is the same youngster who won a silver medal in the discus at the World Games for the Deaf at Malmö, Sweden, last summer.



ONE OF THE OUTSTANDING LITTLE GUARDS IN THE COUNTRY—Joe Mazzu of Clarke School for the Deaf in Northampton, Mass. Only 5-7, he was a lightning quick, great shooter. He had a 1,186- varsity point career.



IT'S TOUGH TO LOSE—Here the players representing the Mill Neck Chiefs look at the scoreboard to indicate that they lost a tough overtime tussle to the favorite Lexington Blue Jays in the semifinals of the Eastern Division II deaf prep cagefest. The score was 40-38. They, however, went on to take a third place trophy by beating Rome, 45-41. With the hiring of Mike Rosenbaum as coach and the addition of two talented players in 6-2 freshman Danny Sellick and 6-0 sophomore Kevin Johnson, the Chief quintet was the most improved team of the 1973-74 campaign. They finished the season with a fine 15-7 record. In this picture are Bob Traetta, who is also 6-footer (11), Danny Sellick (14), and Kevin Johnson (24).

This was the second title in three years for Coach Frank Podsiadlo's St. Mary's club and the fifth in last eight years for the Saints cagers. St. Mary's also was runnerup three times during this eight year span. It won its first Eastern crown in 1951.

In the championship tilt the Saints relied upon their tremendous height advantage. They pitted a front line of 6-8, 6-5, and 5-11 against American's front line of 5-11, 5-10 and 5-6½. The results were all too evident.

The Saints' 6-8 center Don Davis and 6-5 forward Terry Berrigan intimidated potential Tiger drivers to the inside and forced them to shoot from outside.

Although the Tigers managed several short shooting sprees from the outside, all too often their shots bounced off the rim and into either Davis' or Berrigan's grasping hands.

Five players hit double figures for St. Mary's. Davis led the winners with 16 points and 18 rebounds; Ed Suttell, 5-7 sophomore guard, had 12; Berrigan 11, and Rich Carrus and Bruce Eggleston, both 5-10, each tallied 10 points.

The offensive punch of 5-11 center **Ed White** pulled the Tigers to within nine points at the half, 29-20. He scored nine of his team high 17 points in the first half. **He played like he was 6-4.**

The American five did not have much talent but really hustled, and this was due to fine coaching job by its new mentor, Joe Giordano. No wonder about this as he did a good job at Nebraska School for the Deaf before moving to the West Hartford school.

Had it not been for injuries, Mt. Airy might have met St. Mary's in the finals. Its 6-9 center **Jerome Kerchner** injured his ankle the day before the Panthers left for the ESDAA tourney. He did not play at all in the tournament. Erv Antoni, PSD

cage mentor, didn't think that if his boys had played St. Mary's in the final game, they would have defeated St. Mary's because the Saints were very good, as attested by their great play throughout the three games.

It was tough for the host Maryland club to lose to Mt. Airy in overtime in the opening round. If the Orioles, 6-4 forward **Pedro Jennings** had been healthy, Maryland would have had a chance to fight it out for the title. Jennings hurt his right ankle a week before the tournament. X-rays showed the ankle was not broken but badly sprained. He was playing only at half strength and further injured his ankle in the closing minutes of the Mt. Airy-Maryland game. "Pedro just couldn't maneuver under the boards," Dick Jones, former Western Pennsylvania cage mentor who became the new coach of the Maryland five, said. "He couldn't put all of his weight on his bad foot." Naturally without star forward Pedro Jennings the MSD club was not the same in the next two games, managed to defeat Fanwood, but lost to Model for fifth place. **The Orioles had defeated the Washington school twice during regular season play, 51-41 and 89-60.** Pedro, however, managed to score 48 points in three games. Prior to the tournament he was the county's leading scorer with a 28.6 average and finished the 1973-74 campaign with a 26.1 per game average. The Orioles ended the season with a fine 11-7 record.

Results of the 42nd ESDAA meet:

St. Mary's 67, West Virginia 32
New Jersey 79, Model 55
American 53, Fanwood 41
Mt. Airy 65, Maryland 60 (OT)

Model 67, West Virginia 42
Maryland 56, Fanwood 52
Fanwood 64, West Virginia 34 (7th place)
Model 62, Maryland 47 (5th place)

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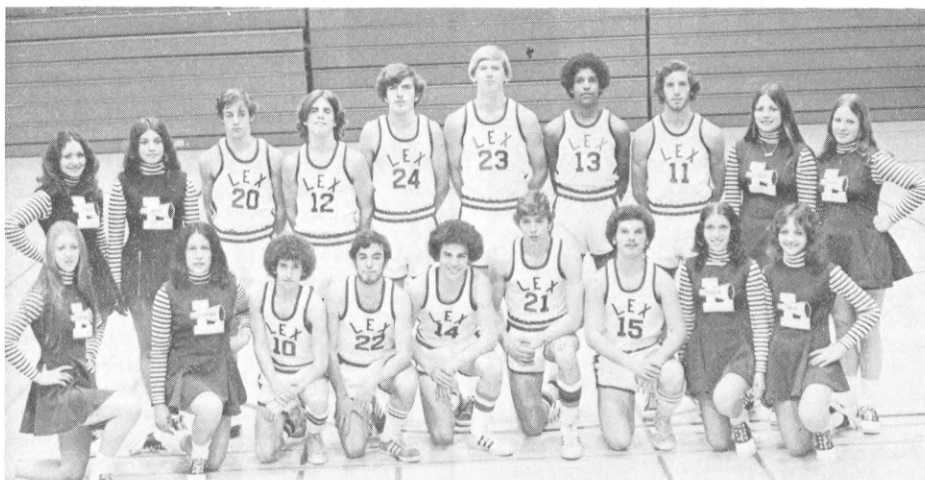
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LEXINGTON SCHOOL FOR THE DEAF finally won a deaf tournament for the first time since 1934 when it defeated Rhode Island in the finals of Eastern Deaf Prep Division II Tournament, 62-55. Posting a fine 15-7 slate, the Lexington Blue Jays are, left to right: BACK ROW—John Lendino (20), Paul Gabel (12), Tony Pendolfino (24), Jamie Hinchcliffe (23), Joseph Garth (13), Joe Scognamiglio (11). FRONT ROW, kneeling—Eric Mansfield (10), Mike O'Brien (22), Walter Velez (14), Steve DeVito (21), and Douglas Dorman (15). The beauties are cheerleaders for the Lex quintet.

St. Mary's 66, New Jersey 43
American 46, Mt. Airy 38
New Jersey 79, Mt. Airy 63 (3rd place)
St. Mary's 69, American 44 (championship)

Terry Berrigan was the Most Valuable Player of the tournament. A very smart player, he is definitely college material. He will attend Gallaudet College in the freshman class this fall. He received some other offers from junior and small colleges in the Buffalo area. He was not only the leading scorer and rebounder of the team but he is a very fine team leader.

Including Berrigan, the others chosen on the All-Tournament first team:

Ernie Goodis of New Jersey, a 6-3, 195-pound junior who was the hottest shooter to hit the new MSD floor, scoring 43, 32 and 27 points in three games, a total of 102.

Ed White, a 5-11 junior guard who was the main offensive threat for American in all three games, scoring a total of 63 points.

Stephen Gasco of Model, a 6-2 sophomore. He garnered 28, 26, 17 points.

Michael Paulone of Mt. Airy, a 5-11 sophomore aggressive guard, who drove to the basket very well and was a good jump shooter.

The All-Tournament second team included Pedro Jennings, talented 6-4 forward from Maryland who played with a sprained ankle; Ed Suttell of St. Mary's, a 16-year-old, 5-7 sophomore, an excellent ball handler and floor general with the best basketball savvy of any deaf player in the tourney; Mike Stewart, 5-9 senior guard from New Jersey; Rich Carrus of St. Mary's, and Michael Hurst, another fine 5-11 guard from St. Mary's, who had a better tournament than Michael Paulone.

It was an injustice that Don Davis, 6-8 center of St. Mary's, was not selected in the ESDAA vote. He really had a fine tournament.

Special individual awards were presented to Terry Berrigan for winning the One-

on-One Tournament and to Michael Hurst for winning the foul shooting contest.

Jim Behrens Plaques were awarded to four "old-time coaches." The recipients were Jim Behrens from Maryland, John Rybak from St. Mary's, Robert Taylor from American and Jim Dey from New Jersey.

St. Mary's was only 9-10 for the season. Its record can never be impressive in its league, but its domination of the ESDAA is worth noting. The league was very strong the past year and two of the eight teams were ranked first and eighth in the top 10 statewide.

In case you don't remember, St. Mary's had a great year in basketball. That was during the 1954-55 season when the Saints led by Deaf Prep Basketball Player of the Year Kevin Milligan won 22 and lost only 2.

Division II

Lexington School for the Deaf finally won a tournament title by beating Rhode Island School for the Deaf in the finals of the ESDAA Division II cagefest held at Mill Neck, January 16-17-18, 1974.

This was a satisfying win for Coach Bill Bryd whose Lexington Blue Jays were runners up twice the past two years. And

this was the second crown for the Lexington school. Exactly 40 years ago (in 1934) the Lex five sparked by two of the nation's top deaf prep cagers in Ben Israel and Izzy Friedman won the Eastern championship.

In the title game of the Mill Neck meet, the Rhode Island Roosters, defending champs, trailing by six at halftime, went down by 11 with three minutes to play, then rallied and cut the deficit to four points with less than two minutes to play. However, the New Yorkers, led by 6-5 Jamie Hinchcliffe, pulled away for the victory. And likeable RI mentor Jim Cooney said Lexington deserved to win and played like a champion.

The most exciting of the whole tournament was the semifinal game between Lexington and host Mill Neck. An underdog going into the game, Mill Neck had a 36-34 lead in the closing minutes but Joe Garth hit a jumper with 10 seconds left to send the game into overtime. Two baskets (one by Jamie Hinchcliffe) offset a single bucket by Mill Neck to the overtime to set up the title tilt between Lexington and Rhode Island at Locust Valley High School gym.

Results of the Eastern II cagefest:

Rhode Island 73, Vermont 50

Rome 71, Maine 42

Lexington 57, Mystic 29

Mill Neck 58, Rochester 33

Maine 54, Vermont 51

Mystic 59, Rochester 42

Vermont 69, Rochester 49 (7th place)

Maine 48, Mystic 38 (5th place)

Rhode Island 49, Rome 44

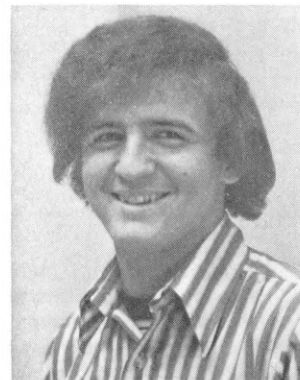
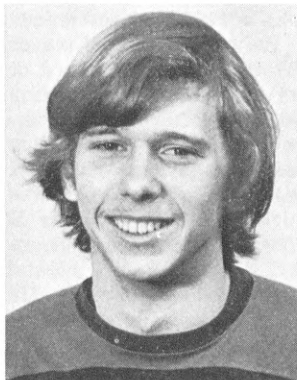
Lexington 40, Mill Neck 38

Mill Neck 45, Rome 41 (3rd place)

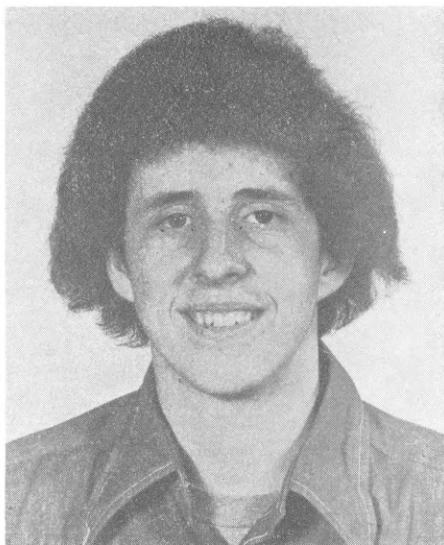
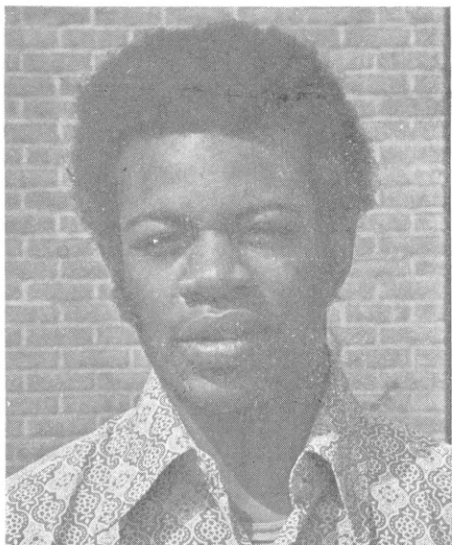
Lexington 62, Rhode Island 55 (championship)

Mill Neck Manor School for the Deaf has improved tremendously. The addition of Danny Sellick, 6-2, 185-pound freshman, and Kevin Johnson, 6-0, 190-pound sophomore, and the hiring of Mike Rosenbaum as coach have made a large difference in their program. Sellick is a genuine superstar and Johnson is also very talented.

When he first tried scheduling games for his Chiefs, Mike Rosenbaum encountered a barrier known as ignorance. "Everyone



MVP of their respective deaf prep tournaments—JAMIE HINCHCLIFFE of Lexington (left) of the Eastern II; JERRY BERRIGAN of St. Mary's (middle); and JOCK FERREIRA of Rhode Island (right). Both Hinchcliffe and Berrigan are 6-5, while Ferreira is only 5-9. Hinchcliffe and Ferreira are sophomores, while Berrigan is a senior and will enter Gallaudet College this fall in the freshman class.



6-4 CAGERS WHO ARE FIRST TEAM ALL-AMERICAN—Pedro Jennings (left), senior forward of Maryland, and Rick Bridges (right), junior center of Missouri. Both averaged more than 26 points per game this year.

wanted to know how they could play," Rosenbaum said. But now all that has changed, as Mill Neck played its first season of varsity competition in the Independent Private Parochial School Athletic League and did very well.

Located just outside of Locust Valley, Mill Neck Manor is situated on a hilly 86-acre site that used to be known as Dodge Estate. The school has 151 students, all of whom attended tuition-free with the help of state funding and private donations.

There were 10 players on Mill Neck's varsity and most had never played organized basketball. On the first day, Rosenbaum sat on a small section of bleachers as his team warmed up with shooting drills before practice. Then the coach summoned the players by waving his hands and mouthing the words "Over here." The team quickly assembled near the end line as Rosenbaum used various hand gestures to explain what he wanted done. Danny Sellick from Kings Park watched intently as Rosenbaum held up three fingers indicating the formation of a three-man running drill. That accomplished, the coach went to mid court where he signaled the start of the exercise by simply raising a fist.

To help in communicating with the players, Rosenbaum, though adept at using sign language, has devised a series of signals which comprise sign language, speechreading and hand gestures.

Last year, Mill Neck's schedule listed only games with other schools for the deaf, something Rosenbaum wanted to change. "I had to make a lot of calls," he said. "We had to convince people that we could play basketball."

A 26-year-old Ohio State graduate in his second year of coaching and teaching social studies at Mill Neck, Rosenbaum said the big difference occurred when he changed Danny Sellick from a forward to a guard and Kevin Johnson from guard to center. From that time on, the Chiefs

really started to play ball and posted a fine 15-won, 7-lost record.

"Sellick has a lot of natural ability," said Rosenbaum, who played football and basketball at East Meadow High. "I've seen several public school teams. I'm sure he could start for most teams on Long Island. I really don't think that deafness would be a factor." Only a freshman, Sellick has a bright future.

Reflecting on his team's record, Rosenbaum said, "I'm concerned with winning just like any other coach. But it goes deeper than that. There's an intrinsic feeling associated with teaching the deaf to play this game and watch them have fun. When they win a game, it's like the Knicks winning the championship. This job has really changed my life—just being able to teach a sport these kids may never have been able to learn. It's quite a feeling."

And the schools that originally balked at playing Mill Neck? "Now they enjoy coming here," Rosenbaum said. "They say it's a pleasure to play us."

Jamie Hinchcliffe was the main reason why the Lexington Blue Jays had a fine 15-7 season. A really outstanding player, his season's totals spoke for themselves. In addition to scoring and rebounding, he averaged three blocked shots per game, and shot over 60.5 in field goal percentage over 22 games. He was the type of player who was comfortable at either forward or center. He had an exceptional shooting touch for a young man of his size, preferring jump shots of 12-15 feet rather than going to the basket for layups. His most significant performance of the year was in the finals of the ESDAA Division II cagefest when he scored 30 points, 14 rebounds, 4 blocked shots and had 5 assists. That performance included a 10-for-14 shooting spree in the second half which Rhode Island was unable to stop. In addition to his physical abilities Jamie was a leader of the team in terms of his spirit and determination. **Only a sophomore, he's truly an All-American right now and**

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could develop into an all-time ALL-AMERICAN.

No wonder Jamie Hinchcliffe was voted the Most Valuable Player of the ESDAA Division II meet. Others picked on the 10-man all-tourney club: Danny Sellick of Mill Neck, Kevin Johnson of Mill Neck, Joe Garth of Lexington, Jack Ferreira of Rhode Island, Jim Perry of Rome, Jim Carey of Rome, Paul Tomasian of Rhode Island, Tim McLaughlin of Maine and Ed Klimaszewski of Rhode Island.

Rhode Island also posted another winning season with a 17-5 mark. Rhode Island, Lexington and Mill Neck may be classified as Class "B" schools, but they all beat Class "A" schools during the recent season. Rhode Island defeated American, runnerup in the ESDAA Division I tournament, twice, 63-52 and 61-47. And Lexington and Mill Neck beat Fanwood, 64-36 and 52-36, respectively.

New England

Rhode Island School for the Deaf, battling back in the second half, captured the New England School for the Deaf championship for the third straight year. The 11th annual edition of the NE meet was held at Randolph, Mass., March 1-2, 1974.

In 1973, two divisions for the NE tournament were created, to provide more evenly-matched competition. The larger schools compete in Division "A," the smaller schools in Division "B".

Results of Division "A":

Clarke 83, Mystic 33
Rhode Island 65, Maine 45
Maine 63, Mystic 62 (3rd place)
Rhode Island 69, Clarke 58

Results of Division "B":

Vermont 97, Beverly 28
Boston 72, New Hampshire 61
New Hampshire 65, Beverly 35
Vermont 76, Boston 62

This tournament produced two outstanding little guards in New England, 5-7 senior Joe Mazzu of Clarke School for the Deaf and 5-9 sophomore Jock Ferreira of the Rhode Island School for the Deaf. Both led all scorers in the championship tilt, Mazzu having 25 points and Ferreira pacing the winners with 23 points. They excelled in every phase of the game, drove extremely well, their jump shots were accurate up to 20 feet, averaged 5-6 rebounds a game, played outstanding defense and were fine floor generals directing both offense and defense.

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"Joe is the outstanding player in New England," wrote Clarke mentor Greg Delisle. In four years Mazzu never argued with a referee or even complained to a referee. His career point total is 1,186 with an average of 16.9 points per game and 20.3 for the past three years.

"Jock is great. If I had five like him we'd never lose," said Jim Cooney, R. I. coach. "He is a complete team player, a great, great, great competitor, and a great shooter. I LOVE HIM." Jock is the kid brother of George Ferreira who was picked for the first All-American deaf prep team in 1970 and sparked the R. I. Roosters to a fine 24-2 season.

Both Mazzu and Ferreira were the top vote getters for the first NE All-Tournament team, with Jock nosing out Joe for MVP. Others chosen for all-star first team were Ed Klimaszewski of Rhode Island, Brian Johnston of Clarke and Tim McLaughlin of Maine.

The Boston School for the Deaf Hawks, matched with a much bigger Austine School for the Deaf Arrows in the final "B" game, gave a good account of themselves with Boston's super guard Eddie Powell pouring in 40 points in the title game and a two-game total of 79 points to set a tournament scoring record. This effort earned Powell the most valuable player award in Division B.

Besides Powell, chosen for the first All-Tournament team of Division B were Ricky Drysdale of Boston, Steve Parks (6-5) of New Hampshire, James Tucker and James Gadreaault, both of Vermont.

Central

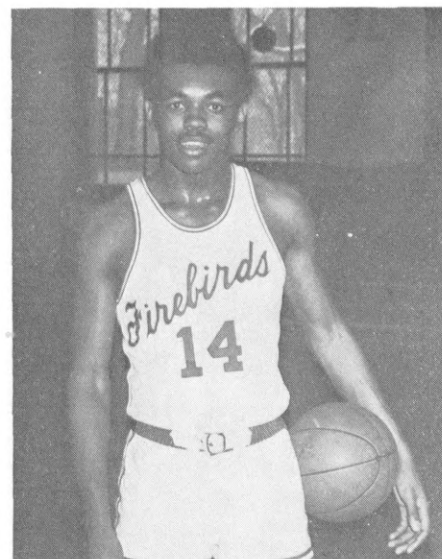
Wisconsin School for the Deaf copped its third straight crown in what was an abbreviated Central States Schools for the Deaf holiday tournament hosted by St. John's School for the Deaf of Milwaukee. The WSD Firebirds won the title with a 77-40 triumph over St. Rita of Cincinnati and a 51-45 victory over St. John's. And St. John's beat St. Rita for second place. The tourney's fourth team, Illinois, did not compete since it was snowbound in Jacksonville.

WSD placed three players on the CSSD all-tournament team, Navarro Davidson, Randy Suhr and Dean Kelly. Rounding out the elite squad were Derrick Teamer of St. Rita, Paul Closner and Tom Splitck, both of St. John's.

Team of the Year

Please be advised that we do not choose to pick a team as the No. 1 deaf prep quintet in the nation. It is not that easy. We hope to see that we have a bona fide national deaf prep basketball tournament of eight teams some day. We had such meets from 1935 to 1941. Indiana won in 1935, New Jersey in 1936, Wisconsin in 1937, New Jersey in 1938, New Jersey in 1939, Indiana in 1940 and Arkansas in 1941. The national meet was discontinued after this and never revived.

And when we pick a team as the "Team of the Year," this does not mean that it is the No. 1 team in the nation. It is chosen



ONLY A SOPHOMORE BUT MVP OF CENTRAL STATES DEAF PREP TOURNEY—Navarro Davidson of the Wisconsin School for the Deaf. He's 6-3.

because it has the outstanding record during the season.

Georgia School for the Deaf was one of the real surprise teams in the nation during the 1973-74 season and is being rated as the "Team of the Year." Directed by Zeke McDaniel, the Cave Spring-based Tigers ended the current cage campaign with a fine 18-5 record. Three of the losses came in tournament play.

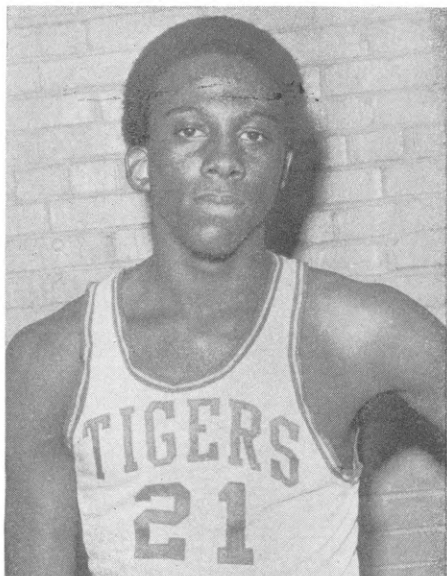
We were impressed by the greater amount of local news coverage about the GSD boys in basketball this year, and they deserved some recognition.

For the first time in history, the Tigers advanced to the finals of the Mason-Dixon deaf prep tournament at Morganton, N. C., but fell in that game to NCSD. Greg Petroski and Willie Wooten made the elite squad, and Mike Brown won the free-throw championship.

During the regular season, the Tigers served notice that they were a force to be reckoned with in Region 6-B and went undefeated against regional competition with a 12-0 record and wound up in a tie with crosstown rival Cave Spring High for first place in the 6-B South standings.

All season, fans in 6-B South were comparing GSD and Cave Spring. You see, they didn't face each other during the regular season and as both kept knocking off 6-B opponents. GSD, however, was atop the 6-B South tournament pairings, thanks to a coin flip with Cave Spring. And GSD and Cave Spring proved they were the best in this region as they advanced to the finals of tournament. That long awaited game between neighbors finally arrived and there was a packed house. And when the game ended Cave Spring boosted its Region 6-B stock with a 64-56 win over the GSD Tigers for the sub-region championship. GSD nevertheless advanced to the regional as the second place team, but was ousted by Trion High in the regional finals, 64-54.

Coach McDaniel vows: "The Tigers will come alive in seventy-five." As you know



MICHAEL WARNER, 5-11 guard, was the only senior on the starting Tiger five of Georgia School for the Deaf which posted the best deaf prep record of the 1973-74 campaign with a 18-won, 5-lost record.

in 71-72, the GSD five only won one game under David Foulk who is now at Tennessee. In 72-73, McDaniel improved that to 12-11 and fifth place in the Mason-Dixon, and in 1973-74, his team went 18-5 and second in the Mason-Dixon. This deserves some recognition for Georgia School for the Deaf as the "Team of the Year."

Mike Warner was a key man in the attack for the Tigers during the mustering of this fine record and ended up on the Rome area All-Star team for the 1973-74 season. He did not make the Mason-Dixon deaf prep elite, limping due to leg injury and not in top shape.

GSD's firepower wasn't limited to one cager. In sophomore Willie Wooten, 6-2 junior Grey Petroski and 6-4 junior Raymond Nickelson, Coach McDaniel had four boys capable of taking up the slack and all could score in double figures. Rudy Smith was always outstanding on defense and Mike Brown could always be counted on to come off the bench and do a good job. Behind these aces were the capable backup men of Randy Shaw (6-2), Ernest Jackson, Mike Watson, Calvin Jester (6-1), Clarence Horne and Melvin Alston. Coach McDaniel will have all his starters back except Mike Warner, and we would not be surprised if they will be really strong in 1974-75.

Besides Washington, Rhode Island, Lexington, Mill Neck, North Carolina, Maryland and Georgia, other schools having winning or 50-50 seasons were Tennessee (16-10), Idaho (15-8), Wisconsin (14-4), Clarke (14-3), Maine (12-7), Boston (10-8), Missouri (11-8), St. John's (11-11), Alabama (9-9) and Mystic (8-8).

We hope to see three other regional deaf prep basketball tournaments, namely Midwest, Southwest and Farwest, in the future. **There was to have been a first Farwest deaf prep tournament at Riverside, Calif., January 4-5, 1974, but it was cancelled due to the energy crisis.**

Missouri improved greatly in Roger Davis' first year as cage mentor. He had good balance and good size which enabled MSD to turn around last year's record of 7-12 to a mark of 11-8.

And Riverside, piloted by likeable Seymour Bernstein also improved a lot. With John Foronda hitting from the outside and a pair of sophomores, Robert Woodard (6-2) and Ken Roberts (6-3), hitting from the inside, and with Mike Farnady as the playmaker Keith Brown and his speed, and Wally Witczak as the sixth player, the Riverside Cubs fielded a formidable team this year. Emergence of this closely-knit team was the main reason for the rise of the Cubs, contenders for the Arrowhead League title. Costly losses to powerful Big Bear and Notre Dame spelled the end of the dreams of winning the league championship for Coach Bernstein's best team in his five years as the basketball coach. The Cubs had a surprising 9 wins and 10 losses and finished fourth in the tough Arrowhead League.

Results of other important interschool deaf prep contests during the regular season:

West Virginia 51, Virginia 50 (OT)
Maryland 93, Virginia 57

Kentucky 61, St. Rita 42
Kentucky 84, St. Rita 54
Ohio 46, St. Rita 40
Ohio 87, St. Rita 47
Indiana 90, St. Rita 27
Illinois 79, St. Rita 30

Iowa 59, So. Dakota 46
Nebraska 65, So. Dakota 46
Minnesota 48, So. Dakota 32
Minnesota 66, So. Dakota 22
Nebraska 49, Kansas 43
Nebraska 58, Kansas 46
Nebraska 60, Iowa 52
Nebraska 57, Iowa 53
Missouri 43, Kansas 41
Missouri 88, Kansas 46

Indiana 54, Ohio 34
Indiana 90, Kentucky 34

Illinois 55, Kansas 36
Indiana 72, Illinois 57
Missouri 69, Illinois 58

New Mexico 50, Colorado 48
Riverside 79, Berkley 61
Washington 74, Oregon 25
Washington 65, Oregon 25

Experience, scoring punch and rebounding power are shared by all members of the 25th Deaf Prep All-American Basketball Team printed elsewhere in this sports section. Members of the dream team averaged in double figures this past season with most pulling in a disproportionate share of rebounds for their team. Five seniors, four juniors and a sophomore make up this year's first team, including one first-team repeater from last year, Terry Berrigan. He's the kid brother of Dennis and Pat who were All-Americans from St. Mary's. Pat played for Minneapolis which copped the recent AAAD nationals, while Dennis, "Deaf Prep Basketball

Player of the Year" in 1968, performed for the New York Pelicans that took third place also in the recent AAAD cagefest.

COACH OF THE YEAR? For the first time in 25 years we had a very tough decision. Who should be Coach of the Year? We had to choose from several outstanding cage mentors such as J. P. Giordano of American, Frank Podsiadlo of St. Mary's, Elmer Dillingham of North Carolina, Zeke McDaniel, Sr., of Georgia, Mike Rosenbaum of Mill Neck, Bill Bryd of Lexington and Seymour Bernstein of Riverside.

We became sports editor of this magazine in 1949 and to the best of our recollection, Georgia School for the Deaf never had a winning cage season until Zeke McDaniel became head basketball coach. Now GSD has had two straight winning seasons, and this year's team was the BEST in the history of the Cave Spring school. So it's Zeke McDaniel as 1973-74 Deaf Prep BASKETBALL COACH OF THE DEAF.

When we consider players for our deaf prep All-American team, we feel that Idaho School for the Deaf at Gooding had two players who certainly should meet all of our selection requirements.

Mike Grammer was the outstanding of the ISD five which posted a sparkling 15-8 record. He averaged 23.2 points per game and had 260 rebounds for 23 games, an average of 11.3 per game. For a player who is 5-10, this was an outstanding achievement. Mike was selected for the district All-Star Team and was chosen by the coaches to be captain of this team. Mike led the ISD team in assists with a total of 66 for the season and second in the number of steals with 79. Against a full-court press Mike was especially valuable for his ball control. It was almost impossible to steal the ball from Mike because of his excellent peripheral vision and passing ability. During the district All-Star game, Mike's ball handling ability thwarted the opponents' full-court



HANDS



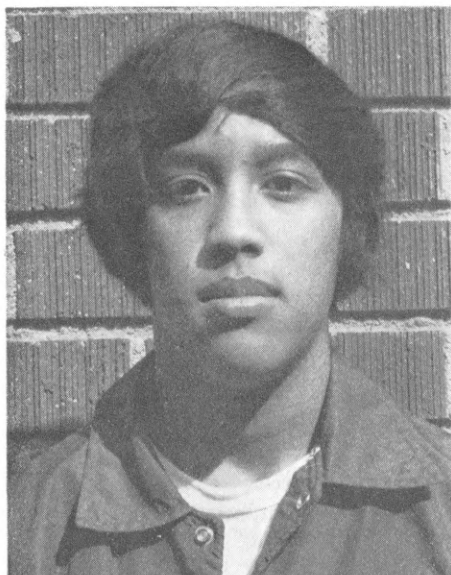


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25th Annual Deaf Prep All America Squad



ANOTHER LITTLE GUARD WHO WAS A GREAT SCORER—John Foronda of the California School for the Deaf at Riverside, 5-8 and one of the shortest deaf prepsters in the country, turned out to be the biggest scorer in the Riverside County high school basketball circles this year. John not only became CSDR's all-time scorer but also became the FIRST CSDR to win the county scoring title with an average of 22.9 per game. He also became the FIRST CSDR to score over 1,000 points in varsity competition, tallying 1,216 points in three years. And he set every CSDR's offensive record. Because of him, CSDR had the second best season in its basketball history as he led the Cubs to a surprising 9-10 record against tough opponents. John was a WOW! He scored most of his points far away from the basket—a mixture of 20-25 footers with several tip-ins—fascinating considering he's only 5-8. He gave all he has and more. He owes his basketball skills to Steve Patterson, a former Uclan and now a Cleveland Cavalier, who has set up a basketball camp in Santa Maria. John went there for two summers, learning all the skills, and was often the leading scorer in their annual all-star games. For his size, John Foronda is the greatest cager the Cubs had ever seen.

press attack and they had to develop other strategies.

We are familiar with Johnny Hunter from his exploits in track; however, during this, his senior year, Johnny developed into an excellent basketball player. He averaged 17 points per game and stole 83 times from opposing players and was the best defensive player of the Idaho squad. He also was chosen for the district All-Star game and played especially well.

One of the highlights of the year for the Gooding school was in the district tournament. Although the ISD did not win the tournament, they came extremely close. Halfway through the tournament 9 out of 12 ISD squad members came down with severe ear, nose and throat infections. Despite this, the ISD five was the only team to make it difficult for Camas High School which went on to win the state championship in A-4 classification. ISD lost to Camas in **double overtime!**

Ed Born, basketball coach of the Idaho team, is now at CSUN for the Leadership Training Program.

P.S.: We would like to share North Carolina School for the Deaf's tremendous honor in that its 1973-74 basketball team was the subject of a joint resolution (157)

First Team						
Name and School	Age	Ht.	Wt.	Class	Ave. Pts. Per Game	Coach
Ernie Goodis, New Jersey	17	6-3	195	Jr.	29.3	Fedorchak
Pedro Jennings, Maryland	18	6-4	180	Sr.	26.1	Jones
James Hinchcliffe, Lexington	16	6-5	195	Soph.	19.2	Bryd
Vaughn Buchanan, North Carolina	19	6-4	225	Sr.	15.0	Dillingham
Ricky Bridges, Missouri	18	6-4	200	Jr.	26.6	Davis
Michael Holmes, Mississippi	18	6-5	215	Jr.	26.7	Kearns
Andy Helm, Washington	18	6-7	210	Jr.	35.1	Devereaux
Terry Berrigan, St. Mary's	18	6-5	170	Sr.	16.0	Podsiadio
Joseph Mazzu, Clarke	17	5-7	135	Sr.	21.1	Delisle
John Foronda, Riverside	18	5-8	155	Sr.	22.9	Bernstein
Mike Grammer, Idaho	17	5-10	180	Sr.	23.2	Born

Second Team						
Ed White, American	17	5-11	175	Jr.	20.3	Giordano
Ed Klimaszewski, Rhode Island	19	6-2	195	Sr.	10.2	Cooney
Greg Petroski, Georgia	18	6-3	190	Jr.	14.0	McDaniel
Navarro Davidson, Wisconsin	16	6-3	175	Soph.	23.8	Rubiano
Don Davis, St. Mary's	18	6-8	190	Jr.	15.4	Podsiadio
Donald Stewart, Tennessee	17	6-0	170	Jr.	21.8	Foulk
Michael Hurst, Mt. Airy	18	5-11	160	Sr.	15.8	Antoni
Mike Warner, Georgia	19	5-11	160	Sr.	18.6	McDaniel
Terry Thomas, Alabama	18	5-10	160	Sr.	20.3	Deuel
Craig Brown, North Carolina	16	5-7	155	Soph.	15.4	Dillingham
David Catt, Indiana	17	6-0	175	Jr.	16.4	Barnett

Player-of-the-Year: Andy Helm

Special Mention to outstanding seniors: Darrell Ingalls, 6-1, Iowa; Eddie Powell, 6-0, Boston, avg. 25.2 pts. per game; Brian Johnson, 6-1, Clarke; Tim McLaughlin, 6-0, 190, Maine; Mike Cashman, 6-0, Minnesota; Terry Huff, Missouri; Danny Adamson, Missouri; Jim Dougherty, Nebraska; Mike Stewart, New Jersey; Johnny Hunter, 6-0, Idaho; Joel Jordan, 6-0, Colorado.

Special Mention to outstanding juniors: Ray Nickelson, 6-4, Georgia; Rich Carrus, St. Mary's; John Confedra, 6-0, Rhode Island; Paul Tomasian, 6-0, Rhode Island; Paul Closner, 6-4, 200, St. John's; Kenneth Kramer, 6-2, 185, Indiana; Ron Mattson, 6-1, Illinois; Darrell Shaw, 6-0, Texas; Paul Lucero, New Mexico; Mike Farnady, Riverside; Jerome Brown, North Carolina; Darrell Centers, 6-0, Kentucky; Jim Jordan, 6-0, Tennessee; Larry Roth, Maryland; Aaron Carroll, 6-2, Alabama.

Special Mention to outstanding sophomores: Stephen Gasco, 6-2, 180, Model; Jock Ferrerira, Rhode Island; Ed Suttell, St. Mary's; Michael Paulone, Mt. Airy; Jerome Kerchner, 6-9, 190, Mt. Airy; Joseph Garth, Lexington; Kevin Johnson, 6-0, 190, Mill Neck; Drexel Lawson, 6-0, North Dakota, avg. 22.6 pts. per game; Michael Johnson, 6-4, 210, Arkansas, avg. 27.5 pts. per game (he did this in last six games and did not play the first 16 games as he broke his leg in football last fall); Larry Thompson, 6-0, Texas; Willie Wooten, Georgia; Ken Roberts, 6-3, Riverside; Bobby Woodard, 6-2, Riverside.

Special Mention to outstanding freshmen: Danny Sellick, 6-2, 185, Mill Neck; Eugene Presswood, 6-2, Iowa; Jerry Deasy, 6-2, Western, Pa.; Eddie Foster, 6-5, Utah; Rusty Stone, South Carolina.

Honorable Mention to departing seniors: Jim Perry, 6-5, 200, Rome; Stephen DeVito, Lexington; Walter Velez, Lexington; Peter Hayes, 6-2, Clarke; John Thomas, Mystic; Tony Heller, Illinois; Ed Niesluchowski, 6-1, Illinois; Brad Schaenni, 6-2, 180, South Dakota; Leo Bond, 6-1, Minnesota; John McKenzie, 6-3, Oregon; Keith Brown, Riverside; Wally Witzak, Riverside; Kenneth Fulwider, Berkeley; Jack Milton, South Carolina; Fred Merriweather, 6-0, Tenn.; George Hays, 6-3, Tenn.; Steve Harrison, 6-0, Tenn.; Joel Weiner, Maryland; David Cassanova, St. Rita.

from the State of North Carolina through Thad Eure, Secretary of State, congratulating and commending the basketball team at the North Carolina School for the Deaf in Morganton for its outstanding past

record and its performance in winning the 1974 Mason-Dixon Basketball Tournament Championship. This was ratified on April 10, 1974, by the General Assembly of North Carolina.

Editor's Note: This article was prepared some time previous to Rev. Louis Foxwell's untimely death.

Miracle Man Of Deafness: Rev. Louis Foxwell

By McCAY VERNON, Ph.D.

Western Maryland College

The Man

The life of a human being who has made the major contributions to mankind as Rev. Louis Foxwell is inevitably fascinating. Almost always the histories of such dynamic religious leaders are unique. Rev. Foxwell's life certainly is.

Early Years

Louis was born of parents who were totally deaf and who suffered all the educational and psychological deprivations this invisible handicap thrusts upon its victims. Nevertheless Louis' father was a skilled printer. He not only raised a family, but helped start a church for other deaf people, a church now pastored by his son. Every Sunday found the Foxwell family in this remarkable church.

Louis was the only hearing member. The pastor, a legendary deaf religious leader, Rev. Louis Moylan, was to have a profound effect on young Louis. For even then Rev. Moylan saw in the boy the human and spiritual qualities which would eventually lead Louis to succeed him as pastor. The qualities Rev. Moylan sensed in Louis were deep intrinsic traits often hidden by a veneer of impish mischievousness, a characteristic which still surfaces in contacts with old friends and longtime members of his congregation.

In his years of youth Louis did not see in himself the role in life he was to fulfill to which Rev. Moylan was so sensitive. Instead, Louis' hope to apply his considerable skill as an athlete to a career as a professional baseball player. Although fate decreed otherwise, Louis' athletic interests were still realized indirectly. As a coach and baseball manager of deaf teams he fielded many championship teams.

Family

In 1936, Louis was still a bachelor. Working as a printer and more interested in social life than deeper values, he went out to bowl one evening. There he met Ruth. Two nights later they had their first date. After a year of courtship Ruth became Mrs. Louis Foxwell. Louis' parents were the first deaf people Ruth had met; however, she took to them and they to her. This was the beginning of what was later to become a life commitment on the part of Ruth Foxwell to her husband's ministry and to the needs of deaf people. Needless to say, the pastor at their wedding was Rev. Moylan who was by then quite elderly.

The Crucial Decision

During the first few years of marriage Louis Foxwell continued as a printer. His family by now consisted of Ruth and three young children. It was at about this time

that the beloved Rev. Moylan made a deathbed request of Louis to take on the responsibility of pastoring the Church.

To understand what a huge material sacrifice this represented to a young family man, one must realize what it meant for Louis and Ruth to give up a printing business for a church of deaf worshippers unable to support a pastor. It meant Louis had to not only take the church for the deaf but two other Methodist churches serving hearing worshippers. Even then there was not enough money to support his family.

On top of all of this Louis had to go to seminary from 1943 to 1951 to prepare properly for his ministry. After the difficult struggle of these years the Church for the Deaf with the help of the Methodist Church was able to become independent. By then Rev. Foxwell's pastoral skills became so well known that numerous other churches for hearing congregations were seeking his services, one from as far away as California. These were larger churches with far greater financial resources than were available in his small church of deaf people with its meager funds. The larger churches offered Rev. Foxwell and his family far more in terms of salary, housing, prestige and assistance than his church for the deaf. Yet Rev. Foxwell has remained, despite those temptations, and fulfilled the deathbed responsibility he accepted from his mentor and pastor, Rev. Moylan, a responsibility to deaf people and to God.

The contributions of a nucleus of outstanding ministers, rabbis and priests in the field of deafness have not been given the acknowledgment their work deserves. Part of this grows out of an understandable negative reaction on the part of the deaf community to the neglect of their religious needs by most churches and temples. In many instances this neglect has involved the total absence of any religious program at all for deaf people. In other cases clergymen of demonstrated ineptness has been assigned to work with the deaf resulting in too high a prevalence of "Elmer Gantry" and "Reverend Dimsdale" types who work out their personal difficulties on relatively defenseless deaf people.

Despite those problems there exists a core of clergymen who render major services to deaf people and their families with minimal recognition of their deeply significant contributions. The epitome of such an individual is Rev. Louis Foxwell whose ministry, formal and informal, over the last 40 years has rendered a human and spiritual help to an entire generation of Marylanders and of students at Gallaudet

College. This help has largely been on the intimate, personal, human being to human being level that has genuine meaning. Writing, appearing at national meetings and other activities used by many as a platform for self aggrandizement and as an escape from heavy pastoral demands, has been spurned by Rev. Foxwell.

Accomplishments

A major accomplishment of Rev. Foxwell's ministry may prove to be a prototype model church service he developed in 1971. It is based on his 30 years as pastor of the Wesley Methodist Church for the Deaf. To understand the significance of the model service requires some explanation of the religious problem faced by families with deaf members.

Because the limitations of lipreading make it impossible for deaf persons to meaningfully participate in church services where sign language is not used there have been several tragic consequences. First, the deaf family member either gets no religion or else he is forced to go to a different, often second rate, service in another locality. As a consequence he becomes estranged from his family generally, but also in the very major area of the development of ethical and moral values. In other cases, the hearing members of the family obviously do not wish to go to church services held in sign language and devoid of music and a choir.

Rev. Foxwell struggled with this problem for years and finally evolved a service where both hearing and deaf worshippers could participate together with neither being denied any aspect of what they would receive if they attended separate services. It is done by the use of total communication. Rev. Foxwell and his assistant, Rev. Earl Gross, conduct all parts of the service, i.e., sermon, prayers, responsive reading, etc., using speech and sign language. Music is a part of every service so that hymns are rendered in sign language and vocally through the tasteful use of recorded church music.

Nowhere else is this innovative idea used, yet it has enabled families in Baltimore and all of Maryland to share church worship with their deaf members. Parents of deaf children, those deaf spouses and others who for years had never had the opportunity to worship together now can. They do at the Wesley Methodist Church for the Deaf in Baltimore.

Another very important adaption Rev. Foxwell makes to the needs of his deaf congregation is the addition of a social dimension. Most deaf people face tremendous problems of isolation and loneliness. Thus, many come from miles away

to his services. One deaf woman rides the bus seven hours to attend. To accommodate these needs Rev. Foxwell has set aside time and space for socialization before and after services. In fact Sunday dinner is prepared and served by the congregation every week. Many members come at 9:30 a.m. on Sunday morning and do not leave until 4:30 or 5:00 p.m. in the evening. Hearing parents of deaf children not only derive religious benefit from this sort of interaction but they also learn about deafness from those who know it the best, the deaf themselves. The education is person to person, not just through the pedantism of a textbook or sermon. Interestingly the services are integrated racially as well as integrated in the sense of both deaf and hearing worshippers.

Established Methodist Church for the Deaf in Washington

In 1959, Rev. Foxwell started a Methodist Church for deaf people in Washington, D.C. Despite the fact that Washington has one of the largest deaf communities in the world, prior to Rev. Foxwell's initiative there had been no Methodist Church to serve them. This church has been such an outstanding success that it was taken over by Rev. Shaur this year.

Gallaudet College Methodist Club

In 1961, Rev. Foxwell began a Methodist Club for Gallaudet, the world's only college exclusively for the deaf. Through this work at Gallaudet Rev. Foxwell has served and influenced deaf youth from all over the world.

Deaf-Blind

Deaf people are as subject to blindness as any of the rest of us. In fact there are a number of genetic syndromes which cause persons to be born deaf and then become progressively blind. Obviously blindness for the deaf person is a far greater tragedy than for the rest of us. Rev. Foxwell has recognized both the seriousness and the magnitude of this problem and made certain that the deaf-blind were involved in church activities, provided transportation and had the sermons interpreted to them by manually spelling and signing into their hands.

Youth

In an era when most churches have few young people Rev. Foxwell's congregation has always had a major involvement of youth. Many are deaf youth who attended "oral" school programs of Baltimore which forbid or failed to teach sign language. Many of these youth are bright in the sense of having high IQ's, yet they are functionally illiterate due to the failure of the schools. Rev. Foxwell teaches these young people to communicate, provides them counsel and actively helps them obtain employment.

Since 1950, Rev. Foxwell has traveled every week to Frederick, Md., to serve the children of this outstanding residential school for the deaf. Through this and his church, an entire generation of Maryland deaf people have come to know Rev. Foxwell and to have benefited from the values

and counsel he has provided.

Unlike most of the "over thirty" group Rev. Foxwell can relate to teen-agers deaf and hearing. Many who are unable to talk with their own families find in Rev. Foxwell a person capable of genuine understanding who offers support and guidance of psychological and moral substance.

Sign Language Classes

Rev. Foxwell's ministry has always maintained a pragmatic humanistic aspect avoiding the overly esoteric abstract quality for which religion has paid so dearly. A humane component of great significance has been the sign language classes conducted over the last 30 years. Because of these classes families who were totally unable to communicate with their deaf members now have full communication. Deaf children, once social isolates in their own homes, are now able to benefit from full family involvement.

In addition to parents of deaf children who learned sign language from Rev. Foxwell there have also been many professionals, i.e., teachers, vocational counselors, priests, social workers, etc., who work with deaf people who have learned to sign in the Church's classes. Without this skill in sign language they would be relatively useless in trying to serve the deaf.

Interestingly among those who have studied signs with Rev. Foxwell are his own wife Ruth; Ed Kilcullen, state director of rehabilitation services for the deaf and hard of hearing; Rev. Earl Gross of his church; and the sign language interpreter at Western Maryland College, Maurneen Gahagan.

The ecumenical quality of Rev. Foxwell's ministry is evident in both his sign language classes and his congregation. In the former have been many Catholic priests, ministers of other denominations and rabbis. Likewise deaf Jews, Catholics

and other Protestants often attend his church because their own denominations have no services for the deaf.

The sign language classes plus the heavy speaking schedule Rev. Foxwell maintains are important means to another goal of Rex. Foxwell, that of informing the general public about deafness. The public's ignorance of deafness is actually a more severe handicap to the deaf person than deafness itself because it results in grossly inappropriate, inadequate education, poor employment opportunities and tragic family problems when parents find they have a deaf child. The classes and his speeches to civic groups have helped in the crucial never ending task of public education.

Summer Camp

Working with Father Hiskey, a Baltimore priest serving the deaf, Rev. Foxwell established a summer camp for deaf youth near Annapolis a few years ago. Never before had Maryland's deaf youth been able to experience camping in a program geared to their needs. Already several hundred young people have gone through the program, many of them inner city children who had never seen any environment other than city streets.

Deaf Referral Service

Another joint endeavor with Father Hiskey is "The Deaf Referral Service." Its intent is to provide the deaf with practical help in everyday problems. For example, deaf people are at a total loss in court unless they have sign language interpreters. As a result there have been terrible miscarriages of justice resulting in unfair criminal sentences, inappropriate commitments to mental hospitals and cases of deaf people signing away legal rights in total ignorance of what they were doing.

"The Deaf Referral Service" provides sign language interpreters for deaf people. It also provides them advice and guidance on where needed services are available.



A GOOD SIGN—For 10 weeks, 12 employees of the First National Bank of Council Bluffs, Ia., received instruction in the American Sign Language. This class was a cooperative effort sponsored by the bank in conjunction with Iowa Western Community College Department of Adult Education, Council Bluffs, Ia. Joseph Myklebust, who is deaf, taught the class and Mrs. Ruth Hagen assisted as his interpreter. Hal Booth, bank president, and his assistant, Bob Olson, conceived the idea as a community service project to narrow the communications gap between the bank and the deaf people of Council Bluffs. They selected someone from each department of the bank to take the sign language course. During the course other deaf people were invited to the class to provide the employees an opportunity to interact and practice their basic skills. The employees were so enthusiastic about this project that they requested another 10 weeks of training.

NAD Position Open

The National Association of the Deaf will be looking for a Public Information Officer and Director of the Publications Division and is currently soliciting applications from interested parties. A job description is printed below. It is anticipated that the position will be filled by the first week in September with start-up in October. This brings to mind that the Home Office seldom advertises the availability of clerical positions mostly because the salary range is not great enough to cover moving costs, etc. But we would be happy to accept applications from people interested in office work if the people are willing to bear the expense of coming to the Home Office for interviews. Salaries here start at \$6,200 and vary according to job and experience of applicant. We have no openings at this time but do maintain a file on prospective employees so that when jobs become available we can contact them. If you are interested, write and ask for an application form.

Position Description

Public Information Officer

Summary

The Public Information Officer reports directly to the NAD Executive Secretary and provides professional level assistance involving research, evaluation and dissemination of information. May also act as a liaison with clubs and organizations of deaf people.

Work Performed

1. Assists the Executive Secretary in establishing editorial policy and determines format and style of all in-house publications; provides information on same to persons submitting copy; determines accuracy and appropriateness of copy content.

2. Assists the Executive Secretary in policy-making regarding pricing and control of publication costs.

3. Arranges time schedules of publications with the Publications Supervisor.

4. Establishes and periodically reviews and/or revises policies and procedures of the Publications Department in conjunction with the Office Manager and the Publications Supervisor.

5. Responsible for the overall efforts and activities of the Public Information Department which include review of pertinent information, evaluation of promotional techniques and strategies and making recommendations to improve same.

6. Responds to requests for information from both internal and external parties; the task includes determining appropriate information sources, preparing and releasing



"PLAIN ENVELOPE..YOU GETTING A HEARING AID, MA'AM?"

ing information, and maintaining resource library.

Specifications

Position requires previous work experience in a related field which demonstrates the ability for, and inclination toward, decision-making.

Proven editorial capabilities are required.

College degree is highly desirable.

Address inquiries to the Executive Secretary, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Md. 20910.

Church Directory

Assemblies of God

When in Baltimore, welcome to . . .

DEAF ASSEMBLY OF GOD CHURCH

3302 Harford Road, Baltimore, Md. 21218
Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.
Rev. Robert I. Lentz, pastor. Phone 467-8041.
Jesus said, "I am the way, the truth and the life."—John 14:6

When in the Pacific Paradise, visit . . .

HAWAII CHURCH FOR THE DEAF

3144 Kaunaoa St., Honolulu, Hi. 96815
Sunday School 9:30 a.m.; worship 10:30 a.m.
Bible Study, second and fourth Wed.; Fellowship First Fri., 7:00 p.m.

Rev. David Schiewer, Pastor
732-0120 Voice or TTY

When in Portland, welcome to
FIRST ASSEMBLY OF GOD FOR THE DEAF
1315 S.E. 20th Ave., Portland, Ore. 97214

Sunday 9:45 and 11:00 a.m.
Thursday 7:30
Rev. Norman Stallings, pastor

Baptist

Visit Baton Rouge in "French" Louisiana
While there, attend the Deaf Ministry of
First Baptist Church, 529 Convention Street.

Baton Rouge, Louisiana
Services are 7:15 p.m., Wednesday; 11:00 a.m.
and 7:00 p.m., Sundays in the Deaf Chapel.
Sunday classes are at 9:30 a.m. and 5:45 p.m.
Rev. Hoyett Larry Barnett, Pastor to the Deaf

When in St. Augustine, Florida, Welcome To

CAVALRY BAPTIST CHURCH

110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m.
worship service
Rev. Carl Franklin, pastor

THE FIRST BAPTIST CHURCH

217 Dill Ave., Frederick, Maryland

Robert F. Woodward, pastor

David M. Denton, interpreter

9:45 a.m., Sunday school for deaf

11:00 a.m., Morning worship service

interpreted for the deaf

A cordial welcome is extended.

22ND STREET BAPTIST CHURCH

6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702

Pastor: Charles E. Pollard

Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00
a.m. and 7:00 p.m. All services interpreted
for the deaf, including all music.

Anyone traveling to or through Tucson will
find a cordial welcome.

FIRST BAPTIST CHURCH

14200 Golden West St., Westminster,
Calif. 92683

Sunday morning Bible study, 9:30; worship,
11:00. Sunday night Christian life studies,
6:00; worship service, 7:00.

Recreation and social calendar on request.

Pastor, Robert D. Lewis

Church phone 714-894-3349

Worship and serve with us at

FIRST BAPTIST CHURCH

510 West Main Avenue

Knoxville, Tennessee 37902

Sunday: Sunday School 9:30 a.m.; Morning
worship 11:00 a.m.; Training Union 6:00 p.m.
Evening worship 7:00 p.m.

A Full Church Program for the Deaf

IMMANUEL BAPTIST CHURCH

16th and Hickory, Pine Bluff, Ark.

"In the heart of Pine Bluff for the hearts
of people!"

You are invited to worship with us at 9:45 in
Sunday School and 10:55 in Worship. Join us
for lunch on the second Sunday of each month
—a special fellowship for the deaf. Evening
worship, 7:00; Wednesday services, 7:00.

Mrs. Leroy Spillyards, Interpreter

Anton C. Uth, Pastor

PHILADELPHIA BAPTIST CHURCH

& DEAF CENTER

823 W. Manchester Ave.,

Los Angeles, Calif. 90044

Sunday Bible study, 9:30 a.m.; worship, 11:00
a.m. Deaf and hearing worshipping together.
Elder Sam Hooper, Melvin Sanders, teachers;
Willa G. Boyd, interpreter; William T.
Ward, pastor.

When near Louisville, Ky., welcome to

FOURTH AND OAK STREETS BAPTIST

CHURCH FOR THE DEAF (SBC)

Sunday School, 9:45 a.m.; Worship service,
10:55 a.m.; Sunday night service, 6:00 p.m.;
Wednesday night service prayer meeting,
7:15 p.m.

Rev. Joe L. Buckner, pastor and interpreter
Miss Sue Henson, interpreter

When in Washington, D.C., worship at . . .

THE BAPTIST CHURCH OF THE DEAF

8th & H Streets, N.W., Washington, D.C. 20001

Sunday School, 9:30 a.m. Worship, 10 a.m.

Francis C. Higgins, leader, 937-2507.

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
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Maryland's largest Sunday School, 3 blocks
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6200 Riverdale, Riverdale, Md.
Sunday School 9:45 a.m.; Deaf Chapel Hour,
11:00 a.m. All other services interpreted.
Dr. R. Herbert Fitzpatrick, Pastor
Rev. Lester H. Belt, Minister to the Deaf
Church office phone 277-8850.

**WEALTHY STREET BAPTIST CHURCH
FOR THE DEAF**
811 Wealthy Street, S.E., Grand Rapids, Mich.
Rev. Roger Kent Jackson, pastor
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.
Wed.: 7:00 p.m. Prayer & Bible Study
Deaf Missionary Outreaches of our Church:
Christian Captioned Films for the Deaf
Christian Literature for the Deaf
Christian Outreach for the Deaf

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
1912 N. Winneka
Dallas, Texas 75208
Sunday—9:45 a.m.
Ralph D. Churchill, 941-4660

ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville, Md. 20850
Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

In Los Angeles area, worship at . . .
MAYWOOD CHURCH OF CHRIST
5950 Heliotrope Circle
Maywood, California 90270
Sunday class 9:30 a.m., Worship service 10:30
a.m., 6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity

When in Idaho, visit . . .
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2002 Filer Avenue East, Twin Falls, Idaho
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

Episcopal

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FOR THE DEAF**
St. Stephens Road and Craft Highway,
Toulminville, Mobile, Ala.
Rev. Silas J. Hirte

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1160 Lincoln St., Denver, Colorado
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Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
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night, 7:30 p.m.
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New York, N. Y. 10024

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Pastor Marlow J. Olson, the only full time
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FOR THE DEAF**
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TTY 864-2119

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Rev. Martin A. Hewitt, pastor
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Worship every Sunday, 11:00 a.m.
A. E. Ferber, pastor, Phone 363-3596 or 561-9030

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Summer services every Sunday at 10:00 a.m.
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Phone 644-9804 or 824-8968

DEAF ZION LUTHERAN CHURCH
15000 N.W. 27th Ave., Miami, Florida 33054
Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

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Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

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1 block from IND-74th St./Roosevelt Ave.
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Need help? Phone (201) 485-2260

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679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fel-
lowship Guild, 4th Thursday at 7:00 p.m.

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Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.
Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
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TTY (and voice) (203) 561-1144

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1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00
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A place of worship and a place of service.
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When in Metropolitan Washington, D.C.,
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Sunday Services at 2:00 p.m.
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Sunday school, 9:45 a.m.; Sunday morning
worship, 11:00 a.m.; Bible Study, Tuesday,
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Children's weekday religious education classes
Rev. David Schiewek, pastor
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and 7:00 p.m.
Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
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Pastor, John W. Stallings, Jr.
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Worship Service, 10:30 a.m.
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Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

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An Interdenominational Deaf Church
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Services in sign language every Thursday
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CLUB DIRECTORY

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Eugene Schick, president

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612 McCully Street, Honolulu, Hawaii 96814
2nd Saturday of each month, 7:30 p.m.
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Mrs. Norma L. Williams, secretary
727 Palani Avenue, Apt. #6
Honolulu, Hawaii 96816

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FOR THE DEAF**
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1317 Queen Emma St.
Honolulu, Hawaii 96813
3rd and 4th Saturday of each month
Linda Lambrecht, secretary

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When in New Hampshire, come to the . . .
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Stated Communication 3rd Friday
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Alvin R. Brother, Secretary
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Wyatt W. Weaver, Secretary
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